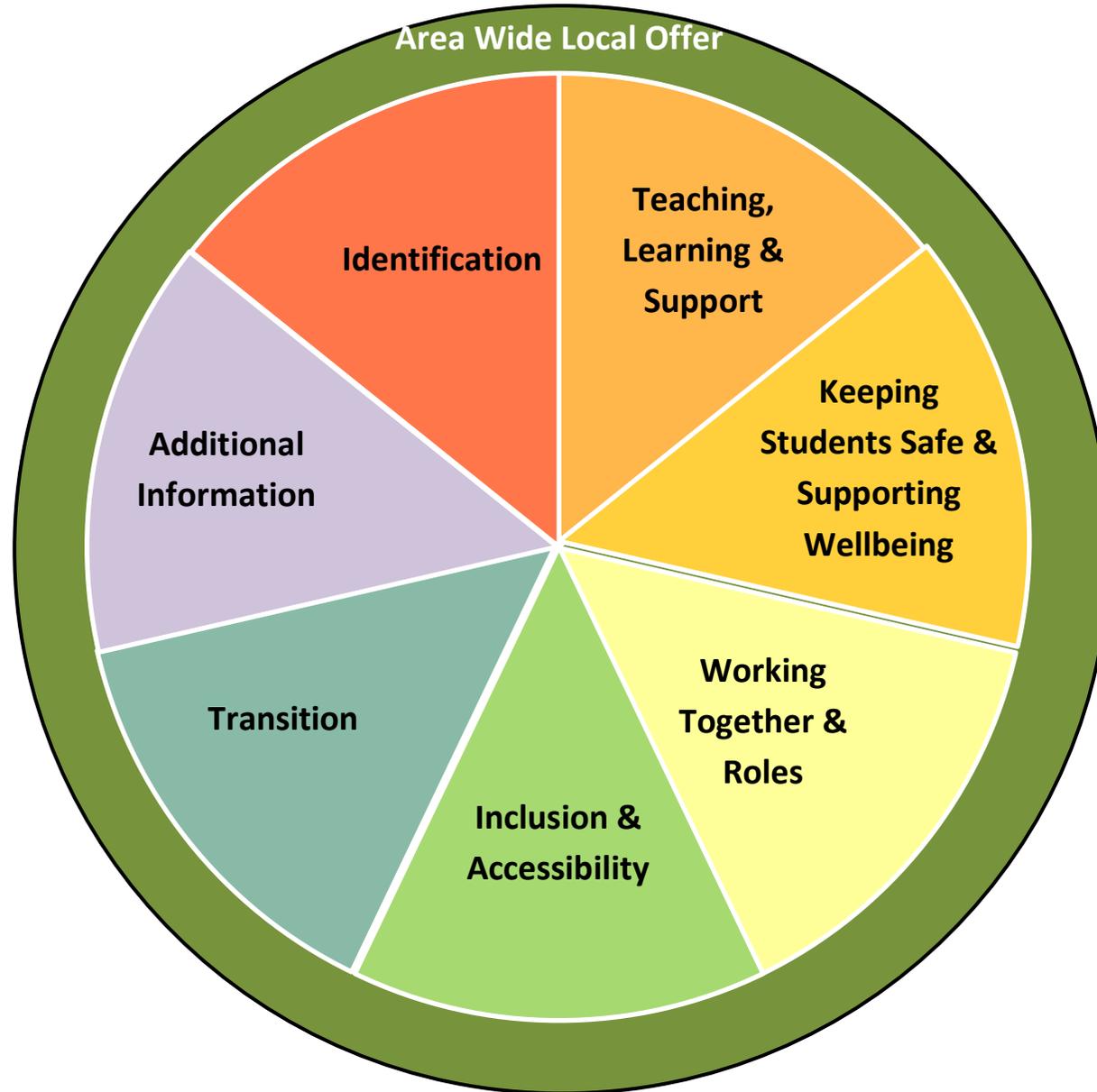


Our Local Offer for Special Educational Needs and/or Disability

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

Name of Setting	
Name of Setting	Scholar Green Primary School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
Specific Age range	2-11 years
Number of places	210 Rec – YR6 + 30 on roll in nursery
Which types of special educational need do you cater for? (IRR)	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <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: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid #ccc; height: 150px; margin-top: 10px;"></div>

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

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



Our Local Offer for Special Educational Needs and/or Disability



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

----- Click here to return to the front page -----

Identification

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

Within our school there is a wealth of experience on our team and this is used to ensure that the early identification of pupils who may need extra help occurs quickly. It can come from a number of sources, these being:-

- Concerns raised by parents/carers, teachers, teaching assistants or the pupil's previous school.
- There may be a lack of progress so a child may be identified as performing below age related expectations through clear tracking of attainment and progress on a termly basis
- Children feel confident in our school to ask for help as and when they need it
- There is a change in the pupil's behaviour or low self-esteem that is affecting performance.
- Liaison with external agencies or health professionals

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

If you have concerns about any aspect of your child's education the first port of call should always be your child's Class Teacher. Class Teachers are usually available at the start or 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 SENDCo. Alternatively the school SENDCo can be contacted directly. lhope@scholargreen.cheshire.sch.uk

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

Policies are available through the school admin department or via our website. admin@scholargreen.cheshire.sch.uk <http://www.scholargreen.cheshire.sch.uk/>



Our Local Offer for Special Educational Needs and/or Disability



Teaching, Learning and Support

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

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer (available at www.cheshireeast.gov.uk/localoffer)

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. 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.

The school has a range of intervention programmes available to support children who require support which goes beyond class based approaches. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists and the Cheshire East Autism Team (CEAT). In some cases these specialists might work in school with the child.

Where additional levels of support are required, First Concerns paperwork or a School Support Plan (SSP) may be created and this will outline the desirable outcomes for the child and the provision required to meet these. School, parents and the child will generate this plan together. Parents of a child with on First Concerns or with an SSP will meet with class teachers to review their child's SSP in line with the plan, do, review approach outlined in our SEND Policy. Some pupils may require further support and in these cases an EHCP (Education, health and care plan) may be applied for.

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

All Class Teachers take responsibility for meeting the needs of all learners in their class by delivering Quality First Teaching and 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 personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information. 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 or pre teaching upcoming new areas of work, especially in maths. 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 SENDCo. All additional provision for pupils with SEND is overseen by the school SENDCo, and monitoring of these pupils' progress takes place on a termly basis.

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

In order to ensure that quality first teaching approaches, which are the first stage 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. writing slopes



Our Local Offer for Special Educational Needs and/or Disability



Teaching, Learning and Support

and pencil grips. For those requiring provision additional to class based approaches, funding facilitates the school's range of intervention programmes. In some cases it might also be used to provide additional human resource e.g. Teaching Assistants. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcomes identified in discussion with teachers and parents or on Education Health Care Plans or EHCPs). The SEND budget is the responsibility of the Head Teacher and SENDCo and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost effective.

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

When children's needs are initially identified a discussion takes place between teachers, parents and pupils. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupil 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 when necessary the school seeks the support of other agencies to advise on this. 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. If there are differences of opinion about the nature of support required the school may seek the advice of the Local Authority and/or external agencies to support the decision making process.

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

The school can access a range of equipment and facilities (e.g. differentiated reading materials, writing slopes and coloured overlays) to support pupils with SEND and the school SENDCo 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.

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)*

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 usually 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 conversations or sometimes in home-school books. We have twice yearly Parents' Evenings and annual end of year written report to parents. Parents are welcome to seek additional appointments to discuss their child's progress as required. Pupils with an EHCP will have yearly review of the plan to see if any changes are needed, parents are invited to this meeting as are Local SEND (0-25) Officers from Cheshire East.



Our Local Offer for Special Educational Needs and/or Disability



Teaching, Learning and Support

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

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, video or audio means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. 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? *(IRR)*

The school's SENDCo, along with the Senior Leadership Team undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The school Governor with responsibility for SEND meets with the SENDCO to discuss progress and any problems relating to SEND within the school.

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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?

Pupil safety is paramount. Where risks are identified measures are taken to limit these, for example supervising a child more closely during play and lunch times. When deemed necessary, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the Class Teacher, Health and Safety Lead and SENDCo.

All staff have completed Safeguarding training and this is updated regularly. Any visitors in school are CRB checked to ensure the safety of our children.

When going on trips, a thorough risk assessment is carried out prior to the trip to ensure health and safety risks are minimised. All children are included on trips, including those with SEND, and additional measures e.g. 1:1 staffing will be put in place if it is deemed necessary.

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

PASTORAL

We recognise that all pupils including those with SEND can experience a range of social and emotional issues. We have a whole school focus on social and emotional wellbeing through our PSHE curriculum which has been updated to include the new statutory elements of RSE. Additional support and intervention programmes are provided through our Well-being lead – Mrs Jayne Ashworth. Here at Scholar Green Primary we are working towards The AcSEED Award. This is a recognised award and ensures that wellbeing initiatives are well structured and supported and that the school promotes a whole school approach to emotional well-being and mental health support. Please see our page on the website dedicated to emotional health and well-being or you can contact Mrs Ashworth directly. <http://www.scholargreen.cheshire.sch.uk/> jashworth@scholargreen.cheshire.sch.uk

FRIENDSHIPS

All children in school are supported to develop positive relationships with their peers. For those pupils who find this more difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff. We also operate a 'buddy' scheme where pupils are chosen to be a play buddy and support friendships on the playground. The pupils in YR6 buddy up with pupils in Reception to provide friendship opportunities and support at playtimes.

BULLYING

We hold a clear position on bullying; 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. Please see the anti-bullying policy on our website. <http://www.scholargreen.cheshire.sch.uk/>

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Keeping Students Safe and Supporting Their Wellbeing

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

The school has a policy regarding the administration and managing of medicines on the school site which is available on request please contact the school office.
admin@scholargreen.cheshire.sch.uk

- Parents to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- Calpol will be given to pupils if deemed necessary but only after agreement with parents.
- We have 5 members of staff with a full First Aid qualification and 22 members of staff (including mid-day assistants) who hold a qualification in Paediatric First aid.
- Liaison with school nurse on specific training needs
- A care plan can be written in conjunction with professionals if needed
- All staff, including mid-day assistances and kitchen staff, are informed of medical needs
- Photographs of pupils with medical needs and/or allergies are on the wall in class storerooms, on the school kitchen wall and in the staffroom area.

TOILETING

Teaching Assistants support 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, for example, pupils usually stand whilst changing nappies, and are encouraged to take as active a role as they can, and pupils who are developing verbal skills are provided with a range of strategies to help them communicate toilet needs. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil's toileting needs.

The policy for this is available on request. **admin@scholargreen.cheshire.sch.uk**

PRIVACY AND DIGNITY

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections and bodily application of medical creams), 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. checking blood sugar levels). Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils.

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

SHARING OF MEDICAL INFORMATION

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Keeping Students Safe and Supporting Their Wellbeing

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 with 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.

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

All staff undertake first aid training every three years and are trained annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. 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? (IRR)

We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral and social care of every child in the class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

Some children will also work individually with Mrs Ashworth (health and wellbeing) if we feel they need further support with their emotional health and well-being. Mrs Ashworth is available to support and talk to parents and offer them support if necessary as well.

jashworth@scholargreen.cheshire.sch.uk

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

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. This system includes:

- Team points, raffle tickets and privilege cards to earn rewards (we have 4 different colour privilege cards to choose from and it is the pupils that decide what each colour card earns e.g. non-school uniform day, 1 week homework pass, early lunch with a friend)
- Weekly Celebration assemblies, team point assemblies and privilege card assemblies to celebrate success and behaviour
- Quality first teaching strategies to support children with behaviour choices
- Behaviour plans may be used as a supportive mechanism with the support of parents
- Recording systems to monitor and track behaviour of individuals to support behaviour management strategies



Our Local Offer for Special Educational Needs and/or Disability



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Keeping Students Safe and Supporting Their Wellbeing

- Weekly Golden Time – all teachers and teaching assistants offer different activities that the children can choose from
- Golden Rules displayed in all classrooms and a visual reminder of the warning card process
- Child friendly behaviour policy enabling all children to access it. This is available from the office admin@scholargreen.cheshire.sch.uk
- Close liaison with parents - sharing positive achievements of children as well resolving concerns
- Attendance monitored by Admin staff and phone class are made daily to check up on pupils who are not in school
- Education Welfare Officer to support any attendance issues
- Lateness and absence are recorded and reported upon to the Head teacher, and reasons for absences followed up

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Working Together & Roles

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

The role of the class teacher is to :

- Ensure that all children have access to Quality First teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Track the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary.
- Ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

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

The Head Teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place. The school SENDCo has responsibility for co-ordinating the provision for pupils with SEND. They may work individually with pupils, or carry out assessments where required, and will usually host formal meeting such as annual reviews. In addition to the Class Teacher and SENDCo, pupils might come into contact with the following:

- The School Nurse (parental consent required for any contact).

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Working Together & Roles

- Volunteers (these will always be guided by the class teacher)
- Sports Coaches teach all PE lessons at Scholar Green

There are also a number of experienced and skilled support staff working in school. 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 staff involved with the child are expected to be familiar with the content of their EHC plan and there are regular opportunities to discuss the content of these at SEND update meetings with the SENDCo.

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

All teaching staff hold qualified teaching status (QTS)

- Teaching staff and TAs receive relevant training on how best to support our pupils with SEND, for example in dyslexia, autism, speech and language needs.
- Cooperative learning styles are delivered throughout the school
- Our Special Educational Needs/Disability Co-ordinator (SENDCO) is a qualified and experienced teacher and holds the National Qualification in Special Educational Needs, as well as receiving ongoing SEN training in specific areas.
- Qualified first aiders

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 links with health professionals, for example, Child and Adolescent Mental Health Services (CAHMS), Speech and Language Therapy and Occupational Therapy. We work with Social Care teams, as well as with Cheshire East Information and Advice, formally known as Parent Partnership, and voluntary organisations.

<http://www.ceias.cheshireeast.gov.uk/home.aspx>

Our Local Offer for Special Educational Needs and/or Disability

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Working Together & Roles

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

In the first instance, parents should contact the class teacher at the earliest opportunity. After this discussion, when necessary, the class teacher will liaise with the SENDCO. Actions will be discussed and possibly inform our provision maps and will be monitored for any further actions required.

All class teacher emails are available on the school website - <http://www.scholargreen.cheshire.sch.uk/>

For further support or advice -

<http://www.cheshireeast.gov.uk/localoffer>

<http://www.ceias.cheshireeast.gov.uk/home.aspx> - Cheshire East Information Advice and Support (formally known as Parent Partnership)

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx> - access to the Cheshire East SEND toolkit is available from this link

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

Miss Hope is the qualified SENDCo for Years 1 – 6 and Mrs Yarwood is the qualified SENDCo for Early Years.

lhope@scholargreen.cheshire.sch.uk cyarwood@scholargreen.cheshire.sch.uk

What roles do 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 SENDCo take place to ensure that all pupils make progress.

All curriculum areas also have a linked Governor and meet with subject co-ordinators to monitor progress in those areas.

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

We are a school where we value and celebrate each child being able to express their views on all aspects of school life. In our school we:

- Regularly plan PHSCE lessons which involve the pupils having a voice in many aspects of their learning.
- School Council Members represent each class and hold regular meetings
- In addition to our school council we also have safeguarding councils and eco councils
- Pupils sports leaders
- Pupil team (house) captains
- Governors meet with children to gauge pupil voice
- Pupil questionnaires for different areas of the curriculum are completed

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Working Together & Roles

- Skill sets of parent governors are used to support school

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

In our school we have:

- an open door policy
- termly class newsletters
- Welcome evenings at the start of the year, termly parents evenings, end of year reports, and information evenings
- Parents are encouraged to become Governors through a democratic process and are informed of vacancies via email, text, letter or on the website
- Parent/grandparent helpers are encouraged and welcomed
- Expertise of parents' skills e.g. ECO team, enterprise week etc.

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 SEND team in school, led by the SENDCo 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 e.g. school website.

Further support is available to parents from -

<http://www.cheshireeast.gov.uk/localoffer>

<http://www.ceias.cheshireeast.gov.uk/home.aspx> - Cheshire East Information Advice and Support (formally known as Parent Partnership)

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

access to the Cheshire East SEND toolkit is available from this link

<https://www.cheshireeast.gov.uk/livewell/livewell.aspx> - access to well-being and support services in Cheshire East

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Inclusion & Accessibility

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

- A risk assessment is carried out regularly within school and prior to any off site activity to ensure nobody's health & safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.
- A before and after club (The Den) is available to all pupils including those with SEND. For more information contact Gemma at - **theden@scholargreen.cheshire.sch.uk** The Den is also available during all school holidays.
- All teacher and teaching assistants run after school clubs which are fully accessible to pupils with SEND (these clubs are free)
- Our sports coaches offer after school clubs which are accessible to all pupils including those with SEND (some of these clubs may incur a fee, please contact the school for more advice **admin@scholargreen.cheshire.sch.uk**)

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)

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our Accessibility Plan can be found on <http://www.scholargreen.cheshire.sch.uk/> Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print

Our Local Offer for Special Educational Needs and/or Disability



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Inclusion & Accessibility

text for those with visual impairments, providing additional adult support e.g. for sports sessions. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

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.

Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings / communications, and would discuss with those families their preferred means of communication. School letters are translated into other languages as required.

Our Local Offer for Special Educational Needs and/or Disability

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Transition

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

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

For information about admission please email the main School Office: admin@scholargree.cheshire.sch.uk or call 01270 685181

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

We welcome visits to our school and these can be arranged by contacting the school office.

admin@scholargree.cheshire.sch.uk or call 01270 685181

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)

At our school we believe that a positive transition is the key and endeavour to make it as smooth as possible. We would employ appropriate strategies and guidance to support your child. For example:

- During the summer term, we hold open afternoons, welcome parents evening, close liaison with nurseries and stay and play sessions for new intake into Reception
- For in-year admissions, settling in visits can be arranged
- Transition days take place during the summer term for year 6 children moving to high school
- The class teacher and high school staff meet to share information about the child
- Children have the opportunity to meet with staff from high schools to ask questions and share any concerns
- Year 5 children have many opportunities to work with high schools to begin the transition process early – workshops or days e.g. Literacy, science, drama, ICT
- If needed the Cheshire East Autism Team (CEAT) provide a range of transition materials that can be used on a 1:1 basis or in small groups such as Social Stories.
- Teaching assistants may accompany children to high school on transition days
- During the summer term, class swap days take place which allows all children in the school to meet their new class teacher and get to know the classroom, routines and rules etc.

Our Local Offer for Special Educational Needs and/or Disability

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Additional Information

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

<http://www.cheshireeast.gov.uk/localoffer>

<http://www.ceias.cheshireeast.gov.uk/home.aspx> - Cheshire East Information Advice and Support (formally known as Parent Partnership)

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx> - access to the Cheshire East SEND toolkit is available from this link

<https://www.cheshireeast.gov.uk/livewell/livewell.aspx> - access to well-being and support services in Cheshire East

In addition –

A. Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service (CEAT)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- Professional training for school staff to deliver medical interventions
- Family Support Workers.

B. Provided and paid for by the Health Service (Local Health Providers and Clinical Commissioning Groups)

- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- Physiotherapy

C. Voluntary agencies

- National Autistic Society
- Visyon – Congleton Based

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

Updated April 2020.

The SEND Report and Local Offer will be reviewed annually.

Our Local Offer for Special Educational Needs and/or Disability



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Additional Information

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

From 1st September 2014, 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)*

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child you should in the first instance approach the class teacher or the school's Special Educational Needs/Disability Coordinator (SENDCo). If this does not solve the complaint, a parent should then speak to the Head Teacher who will discuss and advise the next steps. Should a complaint be made as a school we have a complaints policy, which can be obtained through the Admin office. A parent may wish to seek advice at this time from the <http://www.ceias.cheshireeast.gov.uk/home.aspx> (formally Parent Partnership) However if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, disagreement resolution and mediation services are available. Guidance on what to do if you are unhappy with a decision made by the Local Authority regarding a pupils SEND can be found within the Cheshire East Local Offer (www.cheshireeast.gov.uk/localoffer). As a last resort, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England. In line with the SEND Code of Practice 2014, parents who wish to make an appeal to the Tribunal may do so only after they have contacted an independent mediation adviser and discussed whether mediation might be a suitable way of resolving the disagreement.