

# 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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<b>Name of Setting</b>	Mottram St Andrew Primary Academy School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" 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: 20px;" type="text"/>
<b>Specific Age range</b>	3-11
<b>Number of places</b>	182 + 16 place Nursery
<b>Which types of special educational need do you cater for? <i>(IRR)</i></b>	<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 black; 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).



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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? *(IRR)*

Children with SEND are identified as early as possible. Initial identification is usually through comments or concerns raised by school staff who work directly with the child or by parents. 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. We monitor the children's progress carefully on a termly basis through pupil progress meetings which are led by the Headteacher with the SENCO and Class Teacher. 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. The new code makes it clear that additional intervention and support cannot compensate for a lack of good teaching. Therefore first quality teaching and differentiated learning is the first step to responding to a child who may have special educational needs. For children who require a special educational provision our school will follow the graduated response as set out in the **Cheshire East Toolkit for SEND**. This acknowledges that some children will benefit from specific support from the school or require external agencies.

When a child is not making adequate progress despite first quality teaching, we put into place a provision that is additional to or different from the provision usually available. SEN support is a cycle of assessing need, planning provision, putting in place the support and reviewing progress. 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.

As part of learning community we participate in regular cluster meetings with other SENCOs and these are led by the Educational Psychologist or Cheshire East Autism Team.

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

School has a highly positive relationship with parents ensuring they are strongly engaged with children's learning and the academy's work. We offer a termly parents evening which has a 100% attendance; those living further away are offered telephone consultations. The school communicates very well with parents through the website, e-mails, text messages, and telephone calls and in person at the start and end of the school day. This includes the Bursar and Clerical Assistant and Out of School Club staff who provide a key link for working parents to keep in touch with their child's education. Head teacher, SENCO and Pastoral Teaching Assistant work very closely with parents of SEND and vulnerable groups.

If you have concerns about any aspect of your child's education please contact your child's class teacher. Class teachers are available at the end of the school day and are happy to make appointments if you require a longer discussion.



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### Identification

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

The schools SEND policy and other relevant policies can be found on the schools website by following this link:  
<https://www.mottramacademy.org.uk/>

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### Teaching, Learning and Support

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

The school teaches children with SEND in accordance with the **Cheshire East Toolkit** for SEND.

Teachers in the school are astutely aware of children's prior skills, knowledge and understanding and plan very carefully based on this knowledge. Teachers know their children exceptionally well due to small class sizes, and having high adult-pupil ratio. Importance given to care, guidance and support of the whole child is the ethos of the school.

Within our school we provide a quality environment where our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Termly and weekly planning takes into account individual children's needs and any personalised learning requirements. Teachers use a range of teaching strategies to ensure they get the best from all children. We use a creative, cross-curricular topic approach giving more opportunity for children to negotiate their own learning and ways of presenting their own learning while maintaining a core of knowledge, understanding and skills that must be taught. Differentiation is approached in a range of ways to support access and ensure that all children can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individuals with a long term goal of developing independent learning skills. Monitoring takes place to avoid children becoming over reliant and dependent on this adult support.

The school has a wide range of intervention programmes available to support children who require support which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support; Toe by Toe, Power of two and handwriting. Others are bespoke/personalised approach based on best practice guidance, for example social stories groups. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists and Occupational Therapists.



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### Teaching, Learning and Support

All additional support will be covered on a provision map and evaluated at least termly. Where children need SEND support, a SEN Support Plan is created, which will outline the provision available to each child and will be available to parents. Some children will need to continue on the graduated response as set out in the Toolkit and will require an Education Health Care Plan in order for their needs to be met. In addition, parents will be 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. In addition termly informal support meetings for SEND parents are held in school.

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

Learning is at the heart of life at Mottram St. Andrew Primary Academy School. High quality teaching offers opportunities for all to maximise their learning.

Where pupils have SEND, class teachers will be aware of the child'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. 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 or specialist teacher. All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils' progress takes place at regular pupil progress meetings held between class teachers and the Assessment Leader/SENCO.

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

As an inclusive school we ensure that the needs of all children who have Special Educational Needs are met to the best of the school's ability with the funds available. 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



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### Teaching, Learning and Support

classrooms e.g. writing slopes, ICT equipment 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, specialist teaching 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, SENCO and the SEN Governor 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? **(IRR)**

When children's needs are initially identified a discussion takes place between teachers, parents and children. During this meeting, desired outcomes for the child will be discussed and the provision or support to meet these outcomes will be agreed. The Class Teacher is at the heart of the conversations but occasionally the school may seek the support of other agencies to advise on this. This may include reviewing the child's needs at the cluster group meeting led by the Educational Psychologist or Cheshire East Autism Meeting. Parents and children are always fully involved in decisions made about support or provision which is different from or additional to our creative curriculum.

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

Our School can provide a range of equipment or facilities to support children with SEND. The SENCo will make decisions about the allocation of these resources. When required, the SENCo will liaise with external agencies to seek resources if more specialised personalised equipment is needed. This may include the Sensory Impairment Service or Occupational Therapists etc. At all times parents will be involved during a decision in the use of equipment.

### 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 staff have high expectations for all learners. Consistently high standards of behaviour are expected and achieved. Teachers are astutely aware of children's prior skills, knowledge and understanding and plan very carefully based on this knowledge. Careful analysis of the children's learning with tight learning objectives and accurate assessments, and marking and feedback, give a clear picture of how all children are progressing. The Staff now use a new assessment software program which not only allows the Teachers to assess and evaluate the children's learning but allows the children to discuss their learning, self-assess and know what they need to do next in order to deepen their understanding. Tracking of pupils is detailed and extensive and takes place termly with the Head Teacher.



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### Teaching, Learning and Support

For learners with the most significant needs, daily contact with families takes place informally after school or within a home school book. For learners with SEND, personal provision plans will be discussed with parents and for those with EHC Plans, an annual review will be held. Parents are always welcome to seek additional appointments to discuss their child's progress as required.

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

We as a school value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised. For those children with an EHC Plan their views will be sought before any review meetings.

### 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)*

As a school we undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of the intervention programmes are monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of children and parents regarding the effectiveness of the support are sought termly and collated to inform future decisions.



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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?

Children are safe and feel safe in our school. We recognise that the safety of each child is paramount. We have weekly meetings with Staff and Midday Assistants to communicate any need if a child requires extra supervision during the lunch or play times. Where risks have been identified, the school has taken steps to limit them, for example by providing alternative handovers at the end of the school day. Information about pupils with SEND is communicated to relevant school staff via transition meetings.

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.

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

We recognise as a school that all pupils may experience at some point emotional or social issues. We support these pupils using a range of interventions either commercial or individually tailored ones. Pastoral support is timetabled when required and is led by Mrs Poole our Pastoral Teacher Assistant. When it is appropriate to do so school can plan personalised social skills activities. Other interventions include circle time, cooking or a discussion with individual pupils.

Instances of bullying are rare. Where it does occur, the school takes an immediate and effective approach involving parents at an early stage. Anti-bullying week is effectively used to raise any underlying issues. Children understand what is meant by bullying and the different types of bullying that can occur and take steps to prevent it occurring. The School has run three workshops, two evenings and one afternoon to provide information on e-safety. There is a friendship stop available to the children in the playground and they are constantly reminded how to use it.

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

We recognise that some children with SEND can have personal or medical needs which require attention during the school day. Our guidelines for administrating medicines are as follow: All medicines should be delivered personally by a parent to the office. Parents must complete the medical information and consent form. The school Secretary, or alternative member of staff, will administer the medicine and complete the record book.





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### Keeping Students Safe and Supporting Their Wellbeing

Where a medical practitioner has given inhalers to a child with asthma, these are kept in the classrooms where a record is kept of time and date when taken. They are taken on educational visits. Parents should make the school aware of any medical problems on the annual details form. Staff will be informed via the confidential medical information sheet distributed annually and updated in the case of new medical conditions.

For some of our children 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 child's needs. For other children, medical care might take place within the daily routine of the classroom. Where this occurs, close adult supervision is maintained to ensure the safety and dignity of all children. For those with toileting needs, every care is taken to ensure the child's dignity, particularly in the case of older children e.g. offering alternative toilets, or allowing children to use the toilet at quieter times of the school day.

Where children need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the child with any missed work with the class teacher in the first instance. If a child will be away from school for a significant period of time, our school will try to arrange home tutoring through the Medical needs team. Wherever possible the school will work flexibly to support children who miss work due to unavoidable medical appointments or through illness.

TRAINING - Staff undertake regular first aid training 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 children.

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

We have a caring, understanding staff 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 SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

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. Pastoral support is given a high profile with one Teaching Assistant having additional responsibility for ensuring that children are helped through issues and barriers to learning are resolved. A regular programme of support is available to children who are struggling because of external factors.



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### Keeping Students Safe and Supporting Their Wellbeing

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

The school has a clear **behaviour policy** which is implemented consistently.

We consider ourselves to be a family at Mottram St. Andrew Primary Academy. Staff, children, parents and community alike all play a part to make a happy working environment where everyone feels valued and in which all children can experience success and realise their potential. We believe the promotion of such a culture is the most effective way of achieving good behaviour. Although we promote self-discipline whenever possible, we acknowledge that self-discipline can only become the norm when clear expectations and boundaries are set.

We are aware that we share responsibility with parents for the children in our care, and make every effort to provide the care which any responsible parent would be expected to exercise. All staff, whether teachers or support staff deal with situations in a fair and consistent way listening to both parties as necessary.

**Exclusion:** This would only be considered in exceptional and extreme circumstances when all other approaches, including seeking outside help where appropriate, have failed.

**Attendance:** Attendance is monitored, and issues explored with parents as necessary. Our Home-School Agreement states that parents shall ensure that their child attends school regularly and on time.



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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 includes overall responsibility for the children's learning and their day to day well-being in school. Class Teachers ensure that all children have access to Quality First teaching and that the curriculum is adapted to meet your child's individual needs. They check on 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 discuss amendments with the SENCo as necessary. 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. The Class Teacher makes sure 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. The role of the class teacher also involves ensuring 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 ensures that all elements of your child's education are in place.

The SENCo has responsibility for co-ordinating the provision for children with SEND. She may work individually with pupils or carry out assessments where required. Review meetings and parent meetings are also hosted by the SENCo.

In addition to the Class Teacher and SENCo children may come into contact with the following:

- A Teaching Assistant. Some of these lead intervention programmes under the supervision of the Class Teacher; others work in classrooms supporting children in small groups or on a 1:1 basis.
- Occasionally external agencies or specialists might be brought into work with pupils. These may include speech therapists or occupational therapists.

#### 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 involved with a child will be given a copy of their EHC Plan and there are regular opportunities to discuss the content of these. We have transition meetings at the end of the year in order for each teacher to have all information on the children.

As a school the Head Teacher holds Friday morning meetings where there is the opportunity to share any change of need.



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### Working Together & Roles

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

Our Special Educational Needs co-ordinator is a qualified and experienced teacher and holds the National Qualification in Special Educational Needs as well as receiving training in specific areas.  
All our teachers hold qualified teacher status and all staff members, including TAs, receive training on how best to support our children with SEND. This training may cover dyslexia, autism, or speech and language needs etc. Decisions on which training to access are made based on the needs of individual children and the school as a whole.

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

As a school we work closely with all of the external agencies that we feel are relevant to an individual child's needs including: Educational Psychologists, Cheshire East Autism Team, Sensory inclusion Service, School nurse, Speech and language therapists, occupational therapists, social services, and parent partnership. We organise multi agency meetings to discuss children's needs for example, a Common Assessment Framework (CAF), and ensure that we have good communication with these groups in order to meet the needs of the children.

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

Your first point of contact is with your child's class teacher. The SENCo or Head Teacher is always available for support. Contact details can be found on this form or on the school's website.

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

The school SENCo is Lucy Rusbridge - [lrusbridge@mottramacademy.org.uk](mailto:lrusbridge@mottramacademy.org.uk)

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

The schools 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 the SENCo take place to ensure that all children make progress.



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### Working Together & Roles

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

The school prides itself in having good relationships with children who feel their voices are heard. Every effort is made to ensure that the opinions, thoughts and feelings of our children are an integral part of any plans made about their education. Children's opinions are sought at a level which is accessible to the individual. Every two weeks School Council takes place, each class send two elected members of the class. We are in the fortunate position of having members of staff running our Out of school club and Enrichment Clubs which enables continuity and familiarisation for the children.

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

Parents are encouraged to support their child's learning through our website, information evenings, open mornings, parent's evenings and the opportunity to make an appointment with the class teacher before or after school.  
Parents are encouraged to become *Governors* through the democratic process.  
Parents are encouraged to take an active role in the setting by hearing readers and accompanying on trips. There are opportunities to join the Friends of Mottram who organise events and fundraise on behalf of the school.

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

Our school staff would provide support and advise parents with any forms and procedures that are needed to access support that is available for families with any requirements. The first port of call would be the SENCo and/or the Head Teacher at the end of the school day, via a phone call or via the email address.



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### Inclusion & Accessibility

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

Educational visits provide our pupils with opportunities to extend their learning in ways which are not possible within school. They help to develop investigative skills and encourage greater independence. As an inclusive school we seek to ensure that all children regardless of need are able to attend enrichment opportunities such as afterschool clubs and trips. We offer a range of out of school clubs which change termly; we ensure that all children are able to participate. For residentials, we liaise very closely with the provider to make sure that all needs are catered for including dietary needs. For information regarding holiday clubs, out of school clubs and Enrichment clubs please refer to our website.

#### 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)

We have an Accessibility Plan in place and where feasible make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Children with SEND are supported to access the facilities available to their peers, for example by providing large scale print text for those with visual impairments and the use of a radio microphone for those learners with sensory impairments.



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### **Inclusion & Accessibility**

Our school will personalise communication to suit families.

Within the school we make the specified equipment available, for example; accessible ipads, laptops, netbooks and various IT software applications.



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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 criteria please email the school office: [office@mottramacademy.org.uk](mailto:office@mottramacademy.org.uk) or telephone the school to arrange to speak with the Head Teacher who will discuss how the school could meet your child's needs.

You can find information relating to our Admissions Policy on the school website. 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?

We welcome visits to our school. Please contact the school office to arrange to meet the Head teacher.

We offer a range of transition visits for Reception children; however families of children with SEND are encouraged to arrange extra visits. Parents of children starting in September are invited to an evening which is led by our Reception Class Teacher and Teaching Assistant. We liaise very closely with the nursery and the children visit the school twice during the Summer Term before they start in the September.

#### 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 children with SEND to visit for an informal tour of the school with the Head Teacher. For those children with a higher level of need, if it is agreed at this point that the school is able to meet the children's needs, a multi-agency will be arranged. This meeting is an opportunity for families and professionals to share information about the child and for actions to be set out to ensure a smooth transition. We will consider the provision needed and steps to acquire any resources.

##### Transition to a new Class

Information is passed to the new class teacher along with a meeting.

##### Transition a new setting





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### **Transition**

The SEND co-ordinator will attend the Primary Transition Day to discuss the specific needs of your child with the SEND co-ordinator of their secondary school as appropriate. Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.



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### Additional Information

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

The school SENCo ([Irusbridge@mottramacademy.org.uk](mailto:Irusbridge@mottramacademy.org.uk)) in school can provide details of further support for families.

Parent partnership can be accessed by following this link: [https://www.cheshireeast.gov.uk/schools/parent\\_partnership.aspx](https://www.cheshireeast.gov.uk/schools/parent_partnership.aspx)

#### 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
- 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)
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy

#### C. Voluntary agencies

- Parent Partnership Service (to support families through the SEN processes and procedures).
- Visyon

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

Up dated September 2018 and reviewed September 2019

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

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)



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### Additional Information

#### 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 (SENCo). 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 Parent Partnership Service.

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. 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.