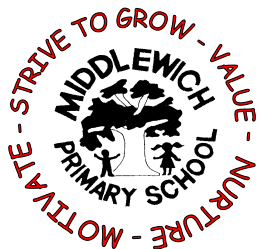


Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Middlewich Primary School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input checked="" type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 100px; height: 15px;" type="text"/>
Specific Age range	4 - 11
Number of places	Mainstream places 60 per year, Resource provision 12 places.
Which types of special educational need do you cater for? (IRR)	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; width: 100%;"> Hearing Impairment resource base unit for twelve children. </div>

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

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



Our Local Offer for Special Educational Needs and/or Disability



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

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Identification

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

Children with SEND are identified as early as possible within our school. The initial concern/comments usually come from parents or staff working with the child. These concerns may be about the pupil's general wellbeing, or emotional, behavioural and academic progress, in comparison to their peers. School staff receive regular training to support them with identifying SEND. Early identification of SEND is very important and class teachers along with the senior leadership team monitor pupil progress termly and any children not making progress are identified and strategies and/or support put in place as soon as possible. Staff also meet regularly with the SEND co-ordinator to discuss issues raised.

Initially the class teacher will look at the concerns around the child and put in some extra support; this could be further differentiation, resources or being in the teacher focus group more often. If the class teacher feels the child needs further support they will meet with the SEND co-ordinator. The SEND co-ordinator will speak to the child and their family and discuss the concerns and desirable outcomes. The level of support will differ depending on the child's needs; it may be appropriate for the child to take part in out of class interventions. Children with the highest levels of needs might be referred to outside agencies for advice and support. The SEND co-ordinator keeps a register of pupils requiring additional support to monitor the progress and to plan provision across the school.

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

If you have any concerns about any aspect of your child's education you should speak to their class teacher in the first instance. Class teachers are usually available at the end of the school day and are happy for you to make an appointment if you want a longer discussion. The class teacher will then try some strategies/intervention. If the teacher and parent still feel there is a concern the SEND co-ordinator will become involved. Alternatively the SEND co-ordinator can be contacted directly by ringing the school.

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

The school's SEND policy can be found on our school website by clicking on the link below.

http://www.middlewichprimary.org/uploads/133/files/send_policy.pdf



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Teaching, Learning and Support

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

Middlewich Primary School aims to give all children the opportunity to access appropriate learning opportunities in an inclusive environment. The teachers plan high quality lessons which are differentiated for the needs of all our children. Teachers will use different strategies when planning for individuals, depending on the needs of the child; these strategies may include visual prompts, a range of practical resources, pair or group work and different ways of recording, i.e. recordable postcards, photographs.

The school has a wide range of intervention programmes available to support children. Some of these are bought programmes, such as Nessy, Rapid Readers and Rapid writing. Others are devised for an individual child's needs, including personalised maths or spelling programmes, or social and emotional support groups. For children with significant or complex needs the school will seek the advice of specialists, for example, speech and language, occupational therapists and Child and Adolescent Mental Health.

Children with significant needs will have a specific support plan. This is used to track and monitor the child and is written with the child and the parent/carer.

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

The class teachers are responsible for meeting the needs of all the learners in their care by differentiating the learning, so all children can access the curriculum. Teachers make every effort to accommodate children with SEND by planning to their areas of strengths and weaknesses. For example, children with processing difficulties will be given checklists, prompts and visual support; and children with language or spelling difficulties may be given a word bank. For those children who require more specialist support, staff can speak to the SEND co-ordinator. Where learners are working at an attainment level below that of their peer group class teachers adapt teaching to ensure that gaps in learner's 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 tasks are matched as far as possible to the strengths of the learners. All additional provision for pupils with SEND co-ordinator is overseen by the school SEND co-ordinator and monitoring of these pupils' progress is done every term.

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

The first level of support for children with SEND is quality first teaching; to ensure this, a proportion of the SEND budget is spent on provision for the classrooms, where the need is identified, for example, computers, laptops, special chairs etc. Funding also provides intervention support for those children who need additional support. We also have additional teachers for small group work and some teaching assistants whom are class based. The school SEND co-ordinator has specialist knowledge to support pupils. We work hard to match the funding and support to where the need is. The SEND budget is the responsibility of the Head Teacher.

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 a child's needs are identified, teacher, parents and pupil will have a discussion about what will happen next. At these discussions we talk about the child's



Our Local Offer for Special Educational Needs and/or Disability



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Teaching, Learning and Support

strengths and focus on their needs. Together we come up with strategies to use at school and home to support the child the best we can. Outcomes will be discussed along with strategies and/or support. The school will usually make decisions on the support a child needs but will occasionally ask other agencies for advice. Pupils, parents and school will decide together what the support should look like. If there are differences of opinion school will seek advice from external agencies.

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

School has a variety of equipment, for example, differentiated reading books, coloured overlays and writing slopes. The SENCO makes strategic decisions, based on the need as to where the resources go. Additional resources may be bought as and when required. School liaises with advisory services, such as occupational health and sensory impairment team to seek advice on the best options. The building can be risk assessed for individual pupils and any reasonable necessary changes made, for example, fluorescent yellow paint on the edges of steps and uneven ground, access routes cleared of obstacles and clearly marked, and the edges of tables or benches marked on the playground.

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 in school have high expectations of all children. Class teachers monitor the progress of all children, and they are often best placed to identify where progress is falling or excelling. Staff will often share children's success and/or difficulties with parents, informally at the end of the day. For some children with more significant needs the contact may be daily, for example, through meetings at the end of the day, phone calls or home – school dairies. Formal monitoring of progress takes place termly and this information is shared with the senior leaders in school. Any children who are not making sufficient progress are identified and strategies put into place to support them.

Information about pupil progress is shared at pupil/carer progress meetings. In the autumn term, teachers and parents/carers will discuss the pupils progress and set targets for the year; collaborative working between school and home to ensure effective support for pupil progress and attainment. In the spring term parents/carers are invited to review their child's progress towards targets and in the summer term parents/carers will receive the annual report.

The SEND coordinator, the Teacher of the Deaf and the Learning Mentor are also available throughout parent/carer meetings to feedback on pupil's progress and offer advice and support.

If your child has to have time off school for a medical condition, we can supply some work for them to do. We can either email this to you, explain on the phone what to do, post it to you or hand it directly to you.

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 part of any plans about their education. Pupils' opinions are sought at a level which is accessible to them as an individual. Some children may be able to attend meetings with professionals, other children might give written feedback – with support, other children may give verbal feedback which an adult records. Pupil's involvement needs to be carefully planned and monitored so a child's self-



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Teaching, Learning and Support

esteem is not affected. All children are aware of their targets and the steps they need to make to achieve them and in class review will peer assess and self assess their learning every day. Peer assess is carefully planned so no pupil's confidence is undermined.

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 Head Teacher, governors, SEND co-ordinator and other senior leaders in school regularly monitor pupil progress and the effectiveness of the provision. The SEND co-ordinator monitors the impact of the interventions to ensure children receive high quality interventions which are good value for money. This analysis leads to adapting the programmes accordingly.

We use a password protected integrated information system for all electronic data in school. All children's SEND and medical needs are on the system for staff when they log on.

All governors receive reports on the effectiveness of the interventions each term from the SEND coordinator.



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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. Information about pupils with SEND is communicated to relevant members of staff either by verbal conversations or by a pen portrait. Some children have a risk assessment. This would outline any possible risks and what can be done to minimise those risks, for example, support at playtimes. Some children may need a structured playground timetable, with support and by modelling, the pupil learns how to play and socialise. Some Hearing Impaired children have teaching assistant support for their safety. Our playground has been modified and adapted so is safe for all children. Signing throughout school and in assemblies means that our HI children have a good understanding of what is happening and can form positive relationships.

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

PASTORAL

Our school has a strong focus on pastoral care for all our pupils. We recognise that children with SEND may experience a range of social and emotional issues. As a whole school we address these issues, for example in assemblies, and in the classroom. We recognise that some children have more complex social and emotional needs and therefore may need something which is more personal. All our staff are aware of any children with significant needs and are vigilant at watching for any signs of distress or upset from all children.

FRIENDSHIPS

All children in school are supported to develop relationships with their peers. We recognise that some children may find this difficult and need extra support. This could involve peer support, adult support or a circle of friends intervention. We also have a 'Tell Someone' box, where children can write down any worries or concerns and these are looked at by the Learning Mentor. She will then take any necessary action.

PEER/SIBLING SUPPORT

We sometimes offer support to the children who do not have SEND. This can be done in circle of friends, where children can ask questions and learn to understand positive differences in people; or in whole school assemblies.

BULLYING

The school holds a clear position on bullying. All children are taught the difference between bullying and isolated acts of unkindness. There are assemblies linked to bullying and all staff are vigilant in monitoring children's behaviour for indications of bullying. Where bullying is suspected, personal measures are put into place for both the bully and the victim, taking into account the needs of all the children involved.

Our playground is divided into zones and each zone has a different purpose, for example one zone is for children to run around in and another zone has tables where children can sit and play lego or read a book. We also have a log cabin where children can sit quietly and read a book or chat to a friend. Having these different areas caters for all children and encourages good play and relationships at playtimes.



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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?

ADMINISTRATION OF MEDICATION

Some children with SEND may also have to take medicine or have personal care needs during the day. Parents/carers have to sign a consent form in the office and hand the medicine in there. The medicine is then kept locked away or in the staff fridge (depending on care instructions). When the medicine is administered it is signed for to acknowledge correct administering. Medicine such as asthma inhalers or epi-pens are stored in the child's classroom and clearly labelled. Some children may have a care plan which is written with parents/carers and outside agencies, if necessary. A copy of the plan is given to all the staff who work with the pupil.

TOILETING

Staff in school are experienced in supporting pupils to become independent in their toileting if they need further support. Where toileting isn't appropriate, such as a medical condition, children are encouraged to take as much responsibility as possible. For those children who wear nappies, we ask parents/carers to provide school with all the equipment we need and spare clothes for accidents. We seek advice and support from the school nurse when necessary.

PRIVACY AND DIGNITY

For some of our pupils, medical care needs to be done in a private place, for example, toilet, injections etc. Arrangements are made based on the child's needs. Every care is taken to ensure the pupil's dignity. Alternate toilets are available for some children to protect their privacy and dignity.

SHARING MEDICAL INFORMATION

We use a password protected information system for all electronic data in school which highlights children with SEND and medical needs to all staff who log on. Information about medical needs are on this system. For those children with more complex health needs, a care plan is written with the child, parents and outside agencies if appropriate. Children who have a serious condition which may present itself as a medical emergency, have a care plan with a photograph of the child attached, a copy of which is displayed in the staff room for all staff.

MEDICAL APPOINTMENTS

If possible, medical appointments should be booked out of school hours. Where pupils need to take extended periods of time off, parents are encouraged to discuss with the teacher the best way to support their child with any missed work. School can email, post or hand work directly to parent/carer of a child who is off for any length of time with a medical condition.

TRAINING

All staff in school have a basic first aid training and use of epi-pens which is updated every year. In addition, some staff have training in meeting the needs of diabetic children and paediatric first aid. First aid training is also given to older children in school as appropriate, via outside agencies. Where necessary school will seek out relevant training to address the specific needs of the pupil.

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

Staff promote and model an environment in which positive relationships can flourish, and seek to support children with managing their emotions and relationships. We have a Learning Mentor in school that children can go to with any concerns or worries. She also works with identified individuals and small



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Keeping Students Safe and Supporting Their Wellbeing

groups. There is also a 'Tell someone' box where children can write down their worries. This is then looked at by the Learning Mentor who takes appropriate action. We run circle of friends intervention, which is evaluated and groups changed accordingly every term. We run a breakfast club every morning. Children can come into school, have breakfast and play. This calm and nurturing environment is a good way for some of our children to start the day. Some children may need bespoke support with social and emotional difficulties and we may need to put in adult support or interventions to support the pupil.

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

BEHAVIOUR

The school has a clear behaviour policy (http://www.middlewichprimary.org/documents/b_management_policy.pdf) which is implemented consistently across school. For children who find it difficult to follow this policy there are a number of strategies we use in school to support them, for example, time out, quiet place, calm box, going for a walk. Through analysis of previous incidents and discussions with parent/carers and child, we can identify triggers and plan to avoid them. We can also support the pupil with extra adult support, where appropriate behaviours are modelled in a positive and caring way. Some children may have a 'safe place' to go to when they feel they need to calm down. To help with children's self-esteem and friendship skills we hold tea parties. Carefully chosen children can invite others to their tea party and the teaching assistant can also choose some people to invite. Here we can get children together and talking in a non-threatening environment, so children can talk about any issues or worries. Children also learn to interact with others and about manners and taking turns.

EXCLUSION

It is very rare that we would consider exclusion for any pupil. Where this does occur legal guidance is followed.

ATTENDANCE

Attendance is very important to a child's academic and social development. Our Learning mentor regularly monitors every child's attendance and takes active steps to improve attendance, including supporting parents in bringing children into school where needed.



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Working Together & Roles

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

The class teacher has overall responsibility for pupil's learning and well-being in school. They are the first port of call for parents and pupil's, and are usually available at the end of the school day. Class teachers are expected to plan and deliver appropriate learning opportunities for all pupils, as well as consider appropriate use of materials and resources, including use of support staff.

Those children who are in the resource base provision will have access to a Teacher of the Deaf each week, depending on their need as indicated on their EHC plan. Children in the Resource Base are primarily in class and have support from TOD and specialist teaching assistants. There is shared responsibility for their learning with class teachers, TOD and the SEND co-ordinator.

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

The head teacher oversees the running of the school, ensuring all elements of the pupil's education are in place.

The SEND co-ordinator has responsibility for co-ordinating the provision for pupils with SEND. She may work with individual pupils, small groups of pupils, or carry out assessments where required and host formal meetings such as annual reviews.

In addition to the class teacher and the SENCO your child may come into contact with the following:

- The Learning Mentor.
- Teaching assistants who are teaching specific and bespoke interventions
- Teacher of the Deaf (Part of Resource based children)
- Speech and Language therapy. Alison supports pupils in resource base 1 day a week.
- Audiology equipment help (Resource base children).
- School nurse (Parental permission would be required before any contact).
- Occupational health
- Sensory impairment team

There are many teaching assistants working in school, some of which are highly skilled and experienced. Some of the teaching assistants run intervention programmes under the guidance of the SEND coordinator, while others work in classrooms supporting children with the highest level of need on a 1:1 basis.

When necessary outside agencies are brought in to work with/observe pupils. Parents/carers will always be contacted first and permission sought. For our pupils working within the Resource Based (specified on EHC plan) a specialist speech therapist is available in school on a 0.2 basis.



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Working Together & Roles

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

We use a password protected integrated information system for all electronic data in school. All children's SEND and medical needs are on the system for staff when they log on. All staff who work with a child with an EHC plan will have a copy and regular opportunities to meet with the teacher and SENCO to discuss the contents of them.

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

All school staff have an awareness of SEND through regular staff meetings and can meet with the SENCO to discuss a child when necessary. The SEND coordinator has undertaken various training courses, for example: autism, attachment and ADHD. The SENCO will start the national qualification for SENCO in September 2014 as well as the Reading Recovery programme. The SEND coordinator also holds staff meetings to inform the rest of the staff. Staff have also had training for deaf friendly teaching. Most members have level 1 BSL and a large number have level 2. The resource base has 2 trainee teachers of the Deaf and a fully qualified Teacher of the Deaf on 0.2 basis. The learning mentor has undertaken relevant training to support children's social and emotional well-being.

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

The school works with a wide range of services. We have close links with agencies, such as: speech and language, Cheshire East Autism Team, Speech and Language Therapy, parent partnership, Child and Adolescent Mental Health Services (CAMHS) and Occupational therapists. Some of our children access these services on site and some go off site. We regularly organise multi-agency meetings to discuss children's needs, for example, CAFs and PEPs. At these meetings we all work together to meet the needs of the child and their families.

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

The first point of call is your child's class teacher. The SENCO is available to support you in matters relating to SEND. Contact details can be found on the school website: <http://www.middlewichprimary.org/contact.html>

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

The school SENCO is Rita Wilson – senco@middlewichpri.cheshire.sch.uk

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

The school governors have responsibility for ensuring quality of provision across the school. There is a designated governor for SEND. The SEND coordinator



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Working Together & Roles

reports to the governors on the children's progress, including looked after children. The SEND coordinator also reports what intervention/support is being put in place for underachieving pupils.

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

Pupil's ideas, thoughts and opinions are very important to us and we take every effort to give children the opportunity to express their views. We have a school council and a head boy and girl. Children are asked to complete a questionnaire about the school to give their opinions.

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

Parents are encouraged to take an active part in our school. Many parents volunteer for trips and we have parent helpers in school. We have a PTA which works very hard to raise money for the pupils and parent governors. When the parent governor office expires details of how to apply are advertised in the school newsletter. Teachers invite parents into school to work alongside their children with fun activities, for example, in year 3 recently, parents were invited in to make and eat sandwiches their child had designed.

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

We understand that sometimes there is a lot of paperwork associated with children with SEND. The school SEND coordinator will support parents as required. This may be helping parents to complete forms or directing them to agencies that can help. School receives copies termly of Parent Partnership magazine; these are left in the school entrance for any parent to take. Parents/carers can also get advice and support from the school website and the school newsletter which is sent home every week.



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Inclusion & Accessibility

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

We are an inclusive school and work hard to ensure all pupils, regardless of their need have access to lots of opportunities, such as after school clubs and school trips. If necessary we will work flexibly to ensure pupils with SEND can attend, for example, supporting a child who attends an after school club or organising appropriate accommodation on a residential.

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)

n/a

http://www.middlewichprimary.org/uploads/133/page/30162_page_file.pdf

The school makes every effort to provide reasonable adjustments to ensure the facilities are accessible for all.

Children with SEND are supported so they can access the facilities, for example, enlarging text, providing support for PE lessons. For our Hearing Impaired children we have a FM system in each classroom. Risk assessments are completed for sight impaired children and necessary strategies put into place, i.e. highlighting steps and corners of benches with bright yellow paint.

We communicate with families via a range of methods - in writing, on the telephone and in person. For families who speak other languages than English, we organise interpreters to attend meetings where we can.

We are familiar with other augmentative tools such as PECS, Makaton and have WIDGET symbols which allow the use of symbols and pictures to support pupils.

Our accessibility plan can be accessed here.



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Transition

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

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

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

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

We offer a range of transition visits for our new reception children; however we encourage families with children with SEND to arrange a separate visit so that the SEND co-ordinator can discuss your child's needs with you. This can be arranged by emailing admin@middlewichpri.cheshire.sch.uk

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)

Starting in reception

Before a child starts school it is usual for the families of children with SEND to have an informal tour of the school. Here the parents will meet the SEND coordinator where they can discuss the pupil's needs. If a pupil has a high level of need and the school can meet these needs, a meeting is called with any relevant outside agencies. Here the best practice will be discussed and steps taken to support the pupil. An Action for Inclusion Plan is written to support the pupil. A transition plan can also be discussed to meet the needs of the individual. This can range from staff observing the child in their current setting to visits into school.

Transition from a different school within phase

We do our best to prepare children by putting a transition plan into place. This depends totally on the individual's needs. Some children benefit from a lengthy transition whereas other children can find this stressful, and require a shorter transition. We work closely with families and the pupil's last school at this time. The Head Teacher and/or SEND coordinator/Learning Mentor may visit the pupil at their previous school. All relevant staff at Middlewich will know about the pupil and their needs. Pupils are carefully placed in a class to best meet their needs and the needs of the other children. The pupil will have Buddies in their class who will help them settle in.

Transition to high school

We have good links with our local high schools and work closely with staff from those settings. We organise extended transitions for pupils with greater needs.



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Transition

This may include a member of staff from the high school spending time at our school getting to know the pupil; the pupil visiting the high school with a member of our staff, for short periods of time; slowly increasing the time spent at the high school; a member of our staff taking the pupil to high school and then leaving and collecting them at the end of the session; the pupil spending a morning or afternoon at the high school on their own. We may also be able to help with transport to transition days, if for example a pupil is attending a high school out of the catchment area and it is difficult for parents to take them.

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Additional Information

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

The school SEND coordinator (senco@middlewichpri.cheshire.sch.uk) and the school learning mentor (c.bertoni@middlewichpri.cheshire.sch.uk) can provide details of further support for families.

Parent partnership can be accessed via www.cheshireeast.gov.uk/parents/parent_partnership or by phoning 01625 374278 between 11.00 and 14.00.

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

June 2014 to be reviewed June 2015.

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)*

We encourage parents/carers to see their child's class teacher with any worries or concerns initially. If the class teacher is unable to help, then speak to a senior member of staff such as the head teacher, deputy head, assistant head or the SEND coordinator. In the vast majority of cases we find issues can be resolved by talking them through, however if after discussing your concerns you are still unhappy, please email admin@middlewichpri.cheshire.sch.uk for a copy of the complaints procedure.