



Local Offer and SEN Information Report

Middlewich Primary School



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Local Offer and SEN Information Report



Middlewich Primary School

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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 type="text"/>
Specific Age range	4-11
Number of places	420
Which types of special educational need do you cater for? (IRR)	<input 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. <input checked="" type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">teaching pupils who are deaf/hearing impaired.</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?

In line with the local authority, at Middlewich Primary we use the Cheshire East Toolkit for children with SEND (special educational needs and disability) to ensure that children who have or may have SEND are identified as early as possible.

The Cheshire East Toolkit for SEND can be found using the following link

<https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/ce-toolkit-for-send-final-v1.1.pdf>

An initial concern may come from parents or from a member of staff working with a child. Concerns may be about the pupil's academic progress, or they may be about a pupil's wider needs (e.g. social and emotional wellbeing). To make sure we identify those pupils with SEND as soon as possible, we have different ways of gathering information about the child and their needs.

These include:

- Regular discussions between the class teacher, SENDCo (Special Educational Needs & Disabilities Co-ordinator), and senior leadership team about pupils' progress. During such discussion we identify any pupil not making the expected progress.
- Talking to parents and listening to their concerns or worries.
- Talking to the pupil and listening to any worries they have.
- Liaison with other external professionals.
- Talking to any previous school or educational setting the pupil may have attended

High quality teaching is the first step in responding to pupils who have been identified as potentially having SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Senior leaders, including the SENCO regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of the strategies used to identify and support pupils with SEND.

After information has been gathered, the class teacher will have a conversation with the parents. During this meeting they will agree on further steps or actions to be taken to meet the child's area of need. These concerns will be reviewed with parents approximately six weeks later or sooner if required. Where concerns persist, a meeting between the class teacher, parents and SENDCo will be held and with parental consent, the child may be added to the SEND register.



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Identification

All children on the SEND register have an individual SEN support plan which details the nature of their SEND, their personalised targets and the current provision in place to meet their needs. The level of support a child receives will differ depending on the child's needs. Children with the highest levels of needs might be referred to outside agencies for advice and support. The SEND co-ordinator manages the SEND 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 make an appointment to speak to your child's class teacher. Class teachers are sometimes available at the end of the school day, alternatively you can ring the school office to arrange an appointment with them. If the teacher or parent still feel there is a concern the SEND co-ordinator or a member of the senior management team will become involved. Alternatively, the SEND co-ordinator (Mrs Williams) can be contacted directly by ringing the school office on 01606 652 321.

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

Our school SEND policy can be found on our school website (under the heading 'About Us' ---- 'Policies') or by clicking on the following link:

http://www.middlewichprimary.org/serve_file/835091

Alternatively, a paper copy can be requested from the school office.



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Teaching, Learning and Support

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

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 using quality first teaching and use the Cheshire East Toolkit to help them to support children with SEND effectively. Teachers may 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. Sometimes it may be appropriate for a child to take part in small group learning or 1:1 learning which may be led by a class teacher or a teaching assistant. It is the responsibility of the class teacher to plan for pupils with SEND and may discuss strategies with the SENDCo in order to best meet the pupil's needs. Additional adults are used flexibly across the school to support the most effective distribution of support. All planned provision to support a pupil with SEND is listed on the child's SEN Support Plan or Education Health and Care Plan (EHCP). Pupils with an EHCP will also have their current provision listed on their school EHC Implementation Plan. Parents/carers are invited to meet with the class teacher three times a year to discuss the provision in place and the impact. This will be overseen by the SENDCo who will also attend the meeting where required.

For children with wider or more complex needs, the school may also seek the advice of external agencies. This will only be done with explicit consent from parents/carers. Such external specialist services may include speech and language therapy, educational psychology services, Cheshire East Autism Team (CEAT), Child and Adolescent Mental Health Services (CAHMs), Sensory Inclusion Service (SIS). Any professional recommendations are then implemented in school to support children to access their learning.

We also have a resource-based provision catering to pupils who are deaf or hearing impaired. These children are primarily members of their mainstream class. They are fully included in the wider life of the school and receive direct teaching from the Teacher of the Deaf (ToD) to support their access to the curriculum. Pupils within the resourced based provision also receive support from our specialist team of teaching assistants who are trained specifically in the needs of deaf pupils.

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

At Middlewich Primary School we are committed to adapting the learning environment to ensure all children can achieve and be successful. Class teachers are responsible for meeting the needs of all the learners in their care and all adaptations are underpinned by quality first teaching principles.

Teachers adapt the curriculum and learning environment for children with SEND by planning for them in accordance to their needs as described on their SEN Support Plan or EHCP (Education, Health and Care Plan). This is overseen by the SENDCo who will support staff to do this.

For those pupils who are part of the resourced based provision for deaf and hearing impaired pupils, the Teacher of the Deaf will also support class teachers to ensure they are able to adapt the learning environment to meet the specific needs of these pupils.



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Teaching, Learning and Support

Where learners are working at an attainment level below that of their peers, teachers adapt teaching to ensure that gaps in learner's knowledge are covered, for example by re-visiting objectives covered in previous year groups with them. This will help all pupils to make progress from their starting points. We aim to encourage independence in all learners, and this is promoted by ensuring that independent tasks are appropriate to the child's ability. In some cases, support from external agencies and/or specialist equipment may be required in order to match the curriculum to the needs of a pupil. The school follows the advice of such specialist professionals to ensure that the work set matches the need of the pupil.

Our curriculum is designed to include repetition and spaced retrieval of knowledge. It is delivered in a way that does not overload short term memory and promotes alteration in long-term memory and mastery. This approach means that all children can know more and remember more, helping them to progress. Teaching focusses on specific objectives and not on the creation of memorable experiences which can overshadow the knowledge. The curriculum on offer to all pupils is overseen by the class teachers, senior leadership team, SENDCo and subject leaders as appropriate.

It is important that all children have access to a broad and balanced curriculum. Differentiation is therefore used cautiously and teaching focusses on quality first teaching approaches. Differentiation is only utilised for specific children who are identified as requiring adaptations to the curriculum in certain areas. For example, differentiation may be used to adapt the spelling curriculum where a child is significantly behind age expectations in spelling. Through access to a broad and balanced curriculum, this ensures that children have the wider knowledge they need to support their learning in other subjects (such as reading), it also supports development of self-esteem in other subjects.

In line with the Equality Act (2010), all reasonable adjustments will be made to ensure that pupils with SEND are not unfairly disadvantaged. This may include adjustments to exam arrangements. Any adjustments are bespoke and will reflect the normal way of working for that pupil. Adjustments may include but are not limited to use of a scribe, additional time, smaller group sizes, enlarged text, different paper, alternative location, communication support (such as signed language) and additional breaks during the exam.

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

The headteacher decides on the budget for special educational needs in consultation with school governors.

Resources such as staffing, and resources are allocated on a needs basis. Resources may include specialist equipment, additional adult support or outside agency involvement.

The Headteacher and SENDCo strategically manage the SEND budget and its allocation is reviewed regularly to meet any changes in pupils' needs. The allocation of resources is monitored using a whole school SEND provision map. The provision map is used to assess the impact of provision and make changes if needed.



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Teaching, Learning and Support
Where a pupil's needs are complex, additional funding may be required to meet his or her needs. This will be determined through use of the Cheshire East Toolkit for SEND (Complex and specialist levels). This will be discussed with parents at the regular review meetings and consideration will be given to making an application for an Education, Health and Care Plan. Where it is deemed appropriate, and with explicit parental consent, the school will apply to Cheshire East local authority for additional funding. Where the child lives in a different local authority, the school will apply to the child's home authority for the additional funding.
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 discuss what will happen next. At these discussions we talk about the child's 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 what support will be offered. You will also be asked to record your views formally in writing as part of the SEN Support Plan (Parent View). 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 or the local authority where required.
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 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 the sensory impairment service to seek advice on the best options.
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)
Class teachers monitor the progress of all children and are constantly making informal judgements about their progress. To provide more concrete evidence of how a child is progressing, teachers will also utilise more formal assessments which are typically carried out twice a year. For pupils with SEND, additional or alternative assessments may also be used to judge their progress from their starting point. These formal assessments allow teachers to describe a child's attainment more accurately in relation to the age expectations and previous baseline. For pupils with SEND, teachers will hold three parent carer consultations meetings throughout the year to share their progress and how this compares to the age expectations and/or their previous baseline where appropriate. During these meetings teachers and parents/carers will discuss the pupils progress and set targets for the following term. The class teacher will also be able to advice on how you can support your child's learning at home during these meetings.
How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)



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Teaching, Learning and Support

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-esteem is not affected. Obtaining the 'Child View' is part of the SEN Support Plan process.

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, SENDCo 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 support pupil progress. This analysis leads to adapting the provision accordingly. Parental and child views are also obtained through use of pupil and parent surveys.

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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 by verbal conversation and through their SEN Support Plan. For some children key information may be communicated via a one-page profile. Risk assessments are completed for all activities carried out on school grounds. Due to their specific SEND needs, some pupils have an individual risk assessment. This would outline any possible risks and what will be done to minimise those risks. Some children may need a structured playground timetable, with support and by modelling, the pupil learns how to play and socialise. For some pupils who have more complex communication needs, communication support may be offered in accordance with their needs to ensure their safety. Our playground has been modified and adapted so it is safe for all children and any safety issues are reported and remedied in a timely fashion.

At the start of the school day key stage 1 and 2 pupils are greeted by a member of staff in the playground. Staff are prompt onto the playground and are present at 8:50am. Foundation stage pupils are handed over individually by the parent to the member of school staff. Due to the current COVID-19 restrictions, there have been adjustments to the start of the school day. At present children enter the classrooms between 8:40am and 8:50am via a designated entrance where they are immediately met by a member of staff. At the end of the school day, all children in KS1 are individually seen out to the person who is collecting them by a member of staff. School hold a record of who should be collecting children and will not allow a child to go home with somebody who is not listed by the parents. In lower KS2, children are allowed to meet parents/carers on the school playground and are not handed over individually. In upper KS2, if appropriate parental permission has been obtained, children are permitted to walk home on their own. If we feel that due to a child's SEND needs that these arrangements are not sufficient to ensure their safety, alternative arrangements will be discussed and agreed with parents.



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All activities that take place on the school grounds are thoroughly risk assessed (e.g. movement around the building, PE lessons, use of equipment). Where activities are planned away from the school site, a detailed risk assessment is completed by the class teacher using the Cheshire East Council EVOLVE system. This must then be approved by the health and safety co-ordinator, the headteacher and the local authority before the trip takes place. This explains the arrangements for all pupils, including those with SEND who are given additional support to take part in all aspects of the activity as required.

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

Our school has a strong focus on wellbeing for all our pupils. We recognise that children with SEND may experience a range of social and emotional issues. As a whole school we proactively address sensitive issues such as disabilities, bullying, and differences in our assemblies. The themes of discussion are then followed up in weekly circle time discussions in the classroom at an appropriate level depending on the age of the pupils.

Middlewich Primary School holds a clear position on bullying. All children are taught the difference between bullying and isolated acts of unkindness. Through assemblies and circle times discrimination is proactively challenged. Children are encouraged to not be a bystander to things that are wrong such as bullying, racism and homophobia. We work hard to make sure that within the school there is a strong caring ethos, which is evident in the relationships shown between the pupils, all the staff, the parents, and the governors.

For our youngest pupils we also operate a buddy system where our year six pupils are paired with a reception child to encourage positive interactions in the playground environment.

Middlewich Primary School is strongly committed to inclusion. We have a number of children who have significant difficulties and therefore may be particularly vulnerable to being bullied. 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, considering the needs of all the children involved. Our 'Anti Bullying Policy' can be found on our school website, via the following link http://www.middlewichprimary.org/serve_file/93956 or a paper copy can be requested from the school office.

Children are taught to build respectful relationships through the RHE (Relationships, Health and Economic) curriculum. Our RHE curriculum is in line with government requirements and is delivered to all classes in allocated lessons weekly. Children are also taught to build respectful relationships through weekly whole school assemblies. The messages shared in assemblies are also reinforced through Wednesday circle time which is delivered by class teachers to their individual classes. The school also runs a signing choir. This helps children to build respect and understanding for those who use signed communication within school and in the wider community.



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Keeping Students Safe and Supporting Their Wellbeing

Where further support around wellbeing is required, a bespoke package will be put in place to meet the specific needs of the child. This could include revisiting some aspects of the RHE curriculum or it may include following a specific programme of work. Alternatively, strategies could include use of a specific behaviour chart or rewards. Pupils may also work with our family support worker or teaching assistants throughout the school day. In some cases having a sibling with SEND can impact on a pupil's wellbeing. This impact is not underestimated and bespoke support for siblings of pupils with SEND is also given where needed. Children who are new to the school will also be paired up with a buddy to help them to settle in.

At Middlewich Primary School we recognise the complex links between academic achievement and wellbeing and how they influence and relate to each other. We therefore hold both of equal importance for all pupils, especially those with SEND who are often more vulnerable to difficulties in both areas. When children achieve academically and are supported to maintain good wellbeing this shows through their increased confidence and self-esteem. All our school policies make reference to SEND pupils and can be found on our school website via the following link: <http://www.middlewichprimary.org/page/policies/6748>

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

Administration of Medication

Some children may have to take medicine or have their personal care needs met during the school day. In these cases, parents/carers will be asked sign a consent form and hand any medicine in to the office staff. The medicine is then kept locked away or in the staff fridge (depending on the care instructions). When the medicine is administered, it is signed for to acknowledge correct administration. Medicine such as asthma inhalers or epi-pens are stored in the child's classroom and clearly labelled. Some children may have a health care plan which is written with parents/carers and outside agencies. In such cases, 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. When supporting pupils in this way, staff follow our intimate care policy. Where toileting isn't appropriate, such as a medical condition, children are 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 and continence team when needed. Where regular and intimate care is required, parents are asked to give explicit consent. To maintain dignity, staff involved with intimate care are kept consistent. Our disabled toilet is equipped with a fold down changing table in order to meet such needs.

Privacy and Dignity

For some of our pupils, medical care needs to be done in a private place. 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.



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Keeping Students Safe and Supporting Their Wellbeing

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. Should a medical emergency arise, staff will act in accordance with the steps outlined on the care plan. For pupils with no care plan, the normal school procedures for an emergency are followed.

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 training in basic first aid and also in the administration of Epi-Pens (including other epinephrine auto injectors used to treat those with severe allergies). Training 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 the older children in school as part of the RHE curriculum. Where necessary school will seek out relevant training to address the specific needs of the pupil. In case of emergency, staff follow emergency protocols in line with the training they have received, following any care plans issued for individuals.

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. They seek out opportunities to support children with managing their emotions and relationships. We also have a Learning Mentor who can support identified individuals.

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. In these situations, intervention or additional adult support may be appropriate.

We also have a family support worker in school. This is a dedicated role to offering support to pupils and their families. Our family support worker is Mrs Bertoni and she can be contacted via the school office.



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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 across school. This can be found on our school website:

http://www.middlewichprimary.org/serve_file/835090

Behavioural expectations for children with SEND are no different than for any other child (e.g. use of the traffic light system and class rules).

However, when dealing with an incidence of poor behaviour, staff are aware that children with SEND may:

- Have a lack of understanding and require additional explanation of a situation
- Not have age-appropriate language skills to explain a situation clearly
- Fail to empathise with their peers or recognise more complex emotions in others
- Be easily led into bad behaviour through lack of understanding
- Have good expressive language, but large gaps in understanding
- Require staff who know them well to be present to support their language and communication needs

For some children with SEND, behaving appropriately is more challenging. In these cases, a personalised package of support will be put in place to support that pupil in following the school rules. Strategies may include a safe space, time out of the classroom, behaviour charts. Through careful analysis of previous incidents and discussions with parent/carers and the child, we can identify triggers and plan to avoid them. At Middlewich Primary School we always aim to separate the behaviour from the child to preserve a child's self-esteem.

Safeguarding

Safeguarding is of the highest priority at Middlewich Primary School. It is recognised that a child's behaviour is a mode of communication and that this could indicate a safeguarding concern. We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising safeguarding needs in children with SEND. We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children. It is important to understand that for some pupils, disclosures may be made using an alternative mode of communication. For example, Sign Supported English (SSE), British Sign Language (BSL), Picture Exchange Communication System (PECS). It is important that the appropriate member of staff is able to receive any disclosures to support the child. It is imperative that all pupils feel they have been fully understood and listened to, by the adult they have communicated with.

Exclusion

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



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Keeping Students Safe and Supporting Their Wellbeing

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.

Reasonable Force and Positive Handling

At Middlewich Primary School we have a duty of care to ensure the safety of every pupil and member of staff. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. Further information regarding reasonable force can be found in our behaviour and safeguarding policies.

In very rare situations, positive handling may be required to prevent harm. Positive handling is the positive application of reasonable force with the intention of protecting the child from harming themselves or others, or seriously damaging property. There are circumstances when it is appropriate for staff in schools and colleges to use positive handling to safeguard a pupil. This is only to be used as a last resort in an emergency when it is felt that the safety of a pupil or member of staff is compromised. De-escalation techniques are employed rigorously to try to prevent the need for positive handling. Positive handling would only be carried out by members of staff who are specifically trained by an approved external organisation.



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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 point of contact for parents and pupils, and can be reached by contacting the school office. Alternatively, you may be able to speak with your child's class teacher at the end of the school day to arrange a meeting. 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 support staff). Those children who are part of the resource base provision will also have access to a Teacher of the Deaf, as indicated on their Education, Health and Care Plan. Children who are part of resourced based provision are primarily in their mainstream class and will receive support from specialist teaching assistants. The class teachers, SENDCo, and Teacher of the Deaf (for pupils in the resource-based provision only) have shared responsibility for the learning of pupils with SEND.

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 SENDCo (Special Educational Needs & Disabilities Co-ordinator) has responsibility for co-ordinating the provision for pupils with SEND. The SENDCo is also responsible for hosting multiagency professional meetings relating to pupils with SEND such as annual reviews.

In addition to the class teacher and the SENDCo, your child may meet the following professionals:

- Learning mentor
- Teaching assistants who are leading specific interventions
- Teacher of the Deaf (for those pupils within the resource-based provision only)
- Educational Audiologist (for those pupils within the resource-based provision only)
- Speech and language therapy services (For those children with an active speech and language care plan only)
- School nurse
- Occupational health
- Sensory Inclusion Service
- Educational Psychologist

There are many teaching assistants working in school. Some of the teaching assistants run intervention programmes under the guidance of the SEND coordinator, while others work in classrooms supporting children. Sometimes teaching assistants work with pupils with the highest level of need on



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<p>Working Together & Roles</p> <p>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.</p>
<p>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?</p> <p>All information regarding a pupil’s SEND will be contained within their SEND Support Plan. This is shared as part of the transition arrangements between the child’s current and next class teacher. The class teachers are responsible for the SEND Support Plan which is overseen by the SENDCo. Where a child has more complex SEND needs there will be greater involvement from the SENDCo to ensure that the contents of any SEND Support Plan or EHCP is fully understood. Class teachers are provided with a copy of the child’s EHCP and regular meetings with the SENDCo throughout the school year to discuss the content and provision in place.</p>
<p>What expertise is available in the setting, school or college in relation to SEND? <i>(IRR)</i></p> <p>All teaching staff understand the impact that SEND can have on the pupils they teach and have received training on the use of the Cheshire East SEND Toolkit and the associated paperwork. The SENDCo leads regular staff meetings regarding SEND to develop the skills and understanding of class teachers and other staff in school. Staff are also able to meet with the SENDCo to discuss concerns they may have about a pupil. The SENDCo has completed the national award for special educational needs co-ordination (NASENCO).</p> <p>As part of the resourced base provision we have a qualified Teacher of the Deaf (ToD) who has completed a Post Graduate Diploma in Deaf Education. All Staff have received training for deaf friendly teaching practises led by the ToD. Many members of staff hold a level 1 BSL (British Sign Language) qualification. Some members of staff also hold level 2 qualifications in British Sign Language.</p> <p>The SENDCo has completed training in autism delivered by the Cheshire East Autism Team (CEAT). General awareness autism training is planned for wider staff. This will be delivered in the academic year 2020-2021.</p> <p>Our learning mentor has undertaken relevant training to support children’s social and emotional well-being.</p>
<p>Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? <i>(IRR)</i></p>



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Working Together & Roles

The school works with a wide range of services. We have links with agencies, such as: speech and language, Cheshire East Autism Team (CEAT), Speech and Language Therapy (SaLT), Cheshire East Information Advice & Support Service (CEIAS), Child and Adolescent Mental Health Services (CAMHS), Cheshire East Social Care and Occupational Therapy (OT). Some of these services are accessed off site. We regularly organise multi-agency meetings to discuss children’s needs, for example, Early Help Assessments and Annual Review meetings. At these meetings professionals and parents/carers 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?

If you have any concerns about any aspect of your child’s education, make an appointment to speak to your child’s class teacher. Class teachers are sometimes available at the end of the school day. Alternatively, you can ring school office to arrange an appointment with them. If the teacher or parent still feel there is a concern the SEND co-ordinator or a member of the senior management team will become involved. They can be contacted directly by ringing the school office on 01606 652 321.

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

The SENDCo is Mrs Williams can be contacted directly by ringing the school office on 01606 652 321.

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. The SENDCo reports to the governors on the children’s progress and gives information about what intervention and support is being put in place for pupils with SEND. Our designated governor for overseeing provision for SEND pupils is Mrs Lee. The role of the SEND governor is to review the provision in place for SEND pupils along with the SENDCo. Information regarding looked after children is also reported on to governors by the pupil premium lead in school.

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 elected by pupils and a head boy and girl who are elected each year by the headteacher. Wherever possible, a pupil from the resource-based provision for deaf and hearing-impaired pupils will also be a member on the school council.

For pupils with SEND, they will be able to contribute their views as part of their SEND Support Plan where they will be formally recorded. Depending on the age and needs of the child, the way this information is obtained may differ significantly. The way in which the voice of the child is collected is



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Working Together & Roles
personalised to the individual where required in order for them to be able to make their views known in the best possible way. Adaptations may include (but are not limited to) rephrasing or changing the questions asked, providing a large print format, alternative methods of recording, using pictures to support understanding and communication support.
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 who volunteer 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.
What help and support is available for the family through the setting, school or college? <i>(IRR)</i>
We understand that sometimes there is a lot of paperwork associated with children who have SEND. The school SEND coordinator will support parents as required. This may be helping parents to complete forms or directing them to other agencies that can help. Depending on the kind of support required, you may be directed to our family support worker (Mrs Bertoni) who is also able to offer support to families.



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Inclusion & Accessibility

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

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/lunchtime clubs and school trips. After school and lunchtime clubs are free of charge. We also offer a breakfast club which is open to all pupils.

Where needed, we make adjustments to meet individual needs in activities outside of the classroom. Adaptations may include supporting a child who attends an after-school club, or organising appropriate accommodation on a residential. All pupils with SEND take part in all trips and residential visits. Where a child has more complex needs, a discussion with parents will be held. This will ensure any adaptations to trips and visits are inclusive, allowing for maximum participation alongside peers, whilst also meeting the needs of the child.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Yes

Are disabled changing and toilet facilities available?

Details (if required)

Two (One disabled toilet by the main hall, one disabled toilet and changing facility next to the foundation stage toilets)

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

Details (if required)

Two spaces by the main entrance





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Inclusion & Accessibility

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 the facilities are accessible for all. Children with SEND are supported so they can access the facilities and fully participate in the school curriculum alongside their peers.

The physical environment is designed to give equal access to all pupils. All doorways and corridors are sufficiently wide and permanent ramps allow access to all areas of the school. Obstacles and steps are marked with high visibility paint. There are two disabled toilet facilities in school. Within the classrooms, teachers use soundfield technology to ensure an optimum auditory environment for all pupils including those with SEND. Pupils who require use of a radio aid, can access the soundfield technology alongside their own personal equipment easily. Specialist equipment is available to meet the needs of pupils within the resource-based provision. Professional guidance from external agencies is followed where appropriate. Risk assessments are carried out where required for individual pupils. Visual aids, such as our whole school behaviour management system, support the understanding of pupils who have social communication difficulties. 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 key meetings where required.



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Transition
<p>Who should I contact about my child/young person joining your setting, school or college? (IRR)</p> <p>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.</p> <p>For information about entry please email the school office (office@middlewichpri.cheshire.sch.uk).</p>
<p>How can parents arrange a visit to your setting, school or college? What is involved?</p> <p>We usually offer yearly open days where you can come and visit Middlewich Primary School and see our children working. Potential and current parents are always welcome. We encourage families of children with SEND to arrange an additional 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</p> <p>Due to COVID-19 restrictions, it has not been possible to hold our annual open morning this year as planned. You can find a virtual show round of our school on the main page of our website.</p>
<p>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)</p>
<p><u>Starting in reception</u></p> <p>It is usual for the families of children with SEND to have an informal tour of the school in preparation for their child starting in reception. As part of their visit, parents will meet the SEND coordinator (SENDCo) to discuss their child’s needs.</p> <p>If a pupil has a complex (or specialist) level of need, a multi-agency meeting is held as part of the transition to school. This is called an ‘Action for Inclusion Meeting’. During this meeting, all relevant professionals and outside agencies will share best practice. The changes in provision required to support the pupil in their new setting will also be discussed. Following this meeting an ‘Action for Inclusion Plan’ is written and agreed by all. A personalised 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 additional visits into school.</p>



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Transition

Transition from a different school within an educational phase

We do our best to prepare children by putting a transition plan into place with their previous setting. This process is individual. Some children benefit from a lengthy transition, whereas other children can find this stressful and require a shorter transition. We work closely with families, the pupil, and their current setting during this period of transition. The Head Teacher, SENDCo coordinator and Learning Mentor may visit the pupil at their previous school. All relevant staff at Middlewich Primary School will know about the pupil and their needs. Pupils are carefully placed in a class, according to 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.

Extended transition arrangements 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
- The pupil attending the high school for sessions alongside a group of other pupils from our 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 with staff from the high school.



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Additional Information	
What other support services are there who might help me and my family? (IRR)	
	<p>The school SENDCo (Mrs Williams) and the school learning mentor (Mrs Bertoni) can provide details of further support for families specific to their individual needs.</p> <p>The Cheshire East Advice & Support Service (CEIAS) is an impartial service for children and young people who have Special Educational Needs or Disability and their families. You can find out more or contact them via their website: http://www.ceias.cheshireeast.gov.uk/home.aspx</p>
When was the above information updated, and when will it be reviewed?	
	<p>January 2021</p>
Where can I find the Cheshire East Local Offer? (IRR)	
	<p>The Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer</p>
What can I do if I am not happy with a decision or what is happening? (IRR)	
	<p>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. You can also contact the Cheshire East SEND Team to discuss any matters relating to your child's SEND.</p>