



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

----- Click here to return to the front page -----	
Name of Setting	St Vincent de Paul Catholic Primary School, Manor Park South, Knutsford, Cheshire
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
Specific Age range	4-11 years
Number of places	210
Which types of special educational need do you cater for? <i>(IRR)</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid #ccc; height: 150px; margin-top: 10px;"></div>

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

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



Our Local Offer for Special Educational Needs and/or Disability

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

----- [Click here to return to the front page](#) -----

Identification

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

Within our setting, Children with SEND are identified as early as possible. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff receive a regular programme of training to support them in the identification of SEND. Early identification is paramount, and therefore staff working in school monitor the children carefully on a termly basis through regular pupil progress meetings which are led by the senior leadership team. Concerns are initially raised with the class teacher who will then raise this to the SENCO's attention as required. Discussion are held with those working with the pupil, the pupil's family and if appropriate, the pupil themselves. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to adapt Ordinarily Available Inclusive Provision (OAIP), for example advice might be offered to the class teacher to support differentiation or scaffolding for the pupil. For some pupils, in addition to OAIP, a package of further interventions might be offered at the level of SEN. 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 to monitor the progress of these pupils, and to plan for provision across the school.

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



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Identification

If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENCO. Alternatively, the school SENCO can be contacted directly via the email senco@stvincents.cheshire.sch.uk.

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

The school's SEND policy and other relevant policies can be found on the school website by following this link - **Click here**.



Our Local Offer for Special Educational Needs and/or Disability

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

Teaching, Learning and Support

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

The school teaches pupils with SEND in accordance with the Cheshire East Local Offer. Support will be guided by the [Cheshire East Toolkit for Inclusion](#) guidance for the [Graduated Approach](#).

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality 'Ordinarily Available Inclusive Provision' to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in scaffolding learning opportunities for the learners in their class.

Should your child need further support they will be moved to SEN support. The school has a wide range of intervention programmes available to support children who require SEN support which goes beyond class-based approaches. Some of these intervention approaches are published or commercially available packages of support, such as Nessy, IDL and Little Wandle Letters and Sounds etc. Others are bespoke/personalised approaches based on best practice guidance, for example social skills groups, Precision Teaching, ELSA etc.

For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, CAMHs, School Nurse, CEAT (Cheshire East Autism Team) and Occupational Therapists. In some cases, these specialists might work in school with the child, or school staff might attend additional Training.

Where significant additional levels of support is required, a personalised Educational and Health Care Plan (EHCPs) is created, which will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Teaching, Learning and Support

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 in person to discuss pupil's needs in more detail.

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

All class teachers take responsibility for meeting the needs of all learners in their class by scaffolding the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing difficulties, visual supports may be used to accompany auditory information.

We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system. 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 other specialist staff as appropriate. All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils' progress takes place at regular SEN meetings held between class teachers, the SENCO and the senior leadership team at pupil progress meetings.



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Teaching, Learning and Support

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

In order to ensure that OAIP approaches are used fully in each classroom, a proportion of the SEND budget is used towards class-based provision. This might take the form of additional physical resources in classrooms e.g. additional computers, writing slopes, alternative seating etc. In some cases funding might be used to provide additional human resource e.g. teaching assistants. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHCPs). The SEND budget is the responsibility of the head teacher and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and are cost effective.

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

When children's needs are initially identified, a discussion takes place between teachers, parents and pupils as appropriate. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupils needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved as appropriate in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by most children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision making process.

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



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Teaching, Learning and Support

The school possesses a range of equipment and facilities (e.g. systematic reading scheme, pencil grips, writing slopes, coloured overlays, etc.) to support pupils with SEND and the school SENCO makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are purchased as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

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

All school staff have high expectations for all learners. Monitoring of progress takes place on a day-to-day basis by class teachers, and they are often best placed to identify the rate of progress.

For learners with the most significant needs, daily contact with families may take place, for example through informal conversation at the end of the school day or sometimes in home-school books.

Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher SEN Review meetings which are held three times a year and also via the annual end of year school report to parents.

In addition to the SEN Review meeting, learners with EHCPs also have an annual EHCP review which will be held with all involved agencies.

Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of school day.



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Teaching, Learning and Support

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupils' opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending, for example, being given the opportunity to contribute their ideas in discussions which take place with a familiar adult (teaching assistant) who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? (IRR)

The school's SENCO, along with the head teacher and other members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision. The school works closely with a cluster of schools which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money and parents' and pupils' feedback is considered appropriately. We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system.



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

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 school staff, which outlines any areas which could pose a risk to the pupil. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during the transition between class and care-giver at the end of the day. Where necessary alternative arrangements for the most “risky” times of the day are made, for example a smaller, more highly supervised playground is available at lunchtimes. For some pupils, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the class teacher and SENCO. Biannual Online Safety Parent meeting are also offered to all parents to keep them abreast of new developments or ways they can keep their children safe.

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

PASTORAL

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our Catholic ethos and values and RHSE teaching, we offer a range of interventions, both commercially published (ELSA, Resilient Classroom) and bespoke to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised and is generated through discussion with pupils and their families. We also have available a range of assessment tools to support us in tracking and monitoring pupil's self-esteem and confidence e.g. Boxhall, ELSA, AET Framework.



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Keeping Students Safe and Supporting Their Wellbeing

FRIENDSHIPS

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

PEER / SIBLING SUPPORT

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

BULLYING

The school holds a clear position on bullying (See Antibullying Policy), and all pupils are taught to distinguish bullying from isolated acts of unkindness. There is a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

CELEBRATE DIVERSITY

The school takes part in Neurodiversity and Autism Awareness Week. This helps all children learn about diversity, acceptance and how to support others in school.



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

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 (See Medication in Schools Policy)

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication or intimate care needs. Our usual protocol for the administration of medication is that, following signed parental consent medicine is then administered to the child by a member staff who signs to acknowledge correct administration.

TOILETING (see Intimate Care Policy)

Where there are issues with toileting, a Personal Care Plan will be drawn up in consultation with parents and medical staff, ensuring the dignity and privacy of the pupil concerned.

SHARING OF MEDICAL INFORMATION

We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to relevant staff who log into the system. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are stored alongside the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency.

MEDICAL APPOINTMENTS

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home, at other times it is possible to arrange for appointments to coincide with subjects in which the



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Keeping Students Safe and Supporting Their Wellbeing

pupil is stronger. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

TRAINING

Staff undertake regular first aid training and are trained in the administration of rescue medication such as EpiPens and asthma inhalers as required. Where necessary the school seeks out relevant training to address the specific needs of pupils.

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

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. For those requiring further support, the school ensures that some teaching assistant time is available for working individually with children or might support pupils in a more holistic way (e.g. family support, peer support etc). We have a range of interventions to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development. Our main resources are our 2 full trained ELSA support assistants.

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

BEHAVIOUR (see Behaviour Policy)

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

Where pupils are unable to follow this policy or require additional support with behaviour a range of measures is used to support them in adhering to the school rules. For some pupils a RAMP (Reduce Anxiety Management Plan) is often created which involves alternative



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Keeping Students Safe and Supporting Their Wellbeing

arrangements at key “trigger points” during the day, for others this may involve a “time out” arrangement enabling pupils to find a designated safe space at times of dysregulation.

,A key focus of the school in supporting pupils whose behaviour challenges, is to firstly understand this behaviour. We believe that ‘Behaviour is Communication’ and we need to support learners to identify the needs they are communicating and support them to find alternative ways. Our focus is on proactively avoiding behaviours, de-escalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour and aim to find creative strategies to support pupils in managing their behaviour.

The SENCO and Senior Leaders have attended training on EBSNA (Educational Based School Non-Attendance). Action plans are put in place when necessary for children who are at risk of becoming a school based non-attendance.

EXCLUSION

It is rare that we would consider exclusion for any pupil. Information relating to the school’s policy on inclusion can be found in the schools Behaviour Policy which can be found on the school website



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Working Together & Roles

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

The class teacher has the overall responsibility for pupil's learning and their day-to-day wellbeing in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, interventions). The class teacher also monitors the progress of pupils, which is shared with the SENCO and the senior leadership team at pupil progress meetings.

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

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

The school SENCO has responsibility for co-ordinating the provision for pupils with SEND. The SENCO will usually host formal meetings such as annual reviews etc

There are also a number of support staff (teaching assistants) working in school. Many of these are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. Some of these pupils will be assigned a key worker in addition to the class teacher who will act as a hub for information about the pupil.

Occasionally external agencies or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent / carer.

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



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Working Together & Roles

We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to relevant staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to relevant staff alongside academic data.

All class teachers and any key workers involved with the child will be given a copy of EHCPs and there are regular opportunities to discuss the content of these at termly SEN meetings with the SENCO. Training is facilitated as appropriate.

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

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

The school SENCO is a specialist member of staff and has achieved the national qualification (NASENCO) to enable her to be a leader of SEND. She regularly attends training and delivers staff meetings in school.

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 health professionals, for example, CAMHS, SALT and OT. We work closely with social care teams, as well as with voluntary organisations such as Parent Partnership. Some of our pupils' access SALT, OT and play therapy.

We regularly organise multi-agency meetings to discuss pupils' needs, (e.g. Early Help Assessments, EHCP review) and aim to ensure good communication with these groups in order to meet the need of pupils and their families.

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



Our Local Offer for Special Educational Needs and/or Disability

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

Working Together & Roles

Your first point of contact should be your child's class teacher. The school SENCO is also always available to support you in matters relating to SEND. Contact details can be found on the school website - <http://www.stvincentsknutsford.co.uk/page/sen-information-and-support-for-parents/30144>

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

The school SENCO is Mrs E Dowler. You can contact her via senco@stvincents.cheshire.sch.uk or through the main office 01565 633637. She aims to respond within 72 hours on her working days.

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

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCO take place to ensure that all pupils including those who are looked after make progress. The SENCO also provides a written report for Curriculum Governor (three times a year) to update them with relevant statistics, training and trend within the school.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupils' opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written, video or audio means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them.

There is a school council, made up of pupils who meet to share the views of their peers. Pupils with SEN are represented within this group.



Our Local Offer for Special Educational Needs and/or Disability

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

Working Together & Roles

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

Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. hearing readers, accompanying trips etc. There are opportunities to join the "PTA", who organise events and fundraise on behalf of the school.

Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.

The SENCO holds SEN Parent Coffee Mornings to keep parents up to date with training in school and what we offer.

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

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SENCO provides support to parents as required. This might be by completing forms with parents or signposting them to agencies who can help further. Information about parent support groups is shared with parents in several ways throughout the school year: the school newsletter, website, SEN Parent Coffee Mornings, and via a regular parent partnership information.

Further support and guidance for parents can be found on our school website - <http://www.stvincentsknutsford.co.uk/page/sen-information-and-support-for-parents/30144>



Our Local Offer for Special Educational Needs and/or Disability

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

Inclusion & Accessibility

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

As an inclusive school setting we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore, we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential trips etc. We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need. For those pupils whose very high levels of need mean that the standard out of school activities on offer are inappropriate we seek to liaise with families about suitable alternatives (for example a day trip in place of an overnight residential).

When necessary, risk assessments may be written to ensure trips and activities outside the classroom keep individual safe.

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)



Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----

Inclusion & Accessibility

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

Details (if required)

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

Details (if required)

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our accessibility policy can be found on the school website. Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing Additional adult support for sports sessions etc. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person or by phone. Where pupils and their families require communication through languages other than English (including BSL) we would seek to provide translation for key meetings / communications, and would discuss with those families their preferred means of communication. We would also seek to access appropriate training for key staff if necessary.

Transition

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



Our Local Offer for Special Educational Needs and/or Disability

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

Inclusion & Accessibility

For information about entry please email the main school office (admin@stvincents.cheshire.sch.uk) who will discuss the entry 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 new pupils which can be tailored to the child's needs. This could start with personalised booklets about their new school, the adults they may meet and the environment.

All parents are invited to transition meeting for pupils and parents; however, we encourage the families of pupils with SEND to arrange a separate visit with the school class teacher and SENCO so that information which specifically relates to your child's requirements can be shared.

This can be arranged by emailing admin@stvincents.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)**

ENTRY

Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the Head teacher. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency Action for Inclusion meeting may be held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to entry or shortly after. Prior to entry to school a range of transition measures will be in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc.

Preparing for Adulthood

Under the Cheshire East Toolkit for Inclusion, there is a section on Preparing for Adulthood which

TRANSITION TO NEW SETTINGS



Our Local Offer for Special Educational Needs and/or Disability

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

Inclusion & Accessibility

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual and we will always tailor transition to the needs of the individual child. We have strong links with our feeder high schools and we also work closely with other local high schools and the staff from those settings to ensure a smooth transition for all our pupils.

Additional Information

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

The Head Teacher, Office Manager or school SENCO (admin@stvincents.cheshire.sch.uk) in school can provide details of further support for families.

You will find links to other services that may support both parents and child on our school website:

<https://www.stvincentsknutsford.co.uk/page/sen-information-and-support-for-parents/30144>

Support can also be found on Cheshire East Information and Advice Service - <http://www.ceias.cheshireeast.gov.uk/home.aspx>

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

May 2024 to be reviewed May 2025

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

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)*

As a school we encourage parents to address any worries or concerns promptly, initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENCO or the Head teacher. In most cases, we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on our school website.

Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupils SEND can be found on the Local Authority website.

Support can also be found on Cheshire East Information and Advice Service - <http://www.ceias.cheshireeast.gov.uk/home.aspx>