



Our Local Offer for Special Educational Needs and/or Disability

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



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



Our Local Offer for Special Educational Needs and/or Disability



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Name of Setting	
Type of Setting (tick all that apply)	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input 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)	<div> <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> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

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

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



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

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Identification

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

At Ashdene Primary School pupils with SEND are identified as early as possible. We look at the whole child and consider their learning, social and emotional wellbeing as well as any changes in behaviour. These concerns can be raised from:

- Parents/carers, teachers, teaching assistants or the pupil's previous school.
- Regular informal/formal discussions with the Class Teacher, SENDCO and SLT about pupils' progress in each class. During these discussions we identify any pupils who are performing below age related expectations, who are not making expected progress or who are presenting with a specific need.
- Identification of a change in the pupil's behaviour or self-esteem that is affecting their performance.
- Discussions with parents and acting on their concerns and worries.
- Liaison with external agencies or a health diagnosis through a paediatrician.

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

If you have concerns about any aspect of your child's education, you should:

- Speak to the class teacher. The class teacher may then make an appointment for you to share your concerns with the SENDCO.
- Contact the SENDCO directly by making an appointment with the school office.

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

Please visit www.ashdene.cheshire.sch.uk. The website provides you with the SEN/D policy and other relevant school policies and documents relating to provision offered to our pupils. Paper copies can be obtained 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? **(IRR)**

- The school teaches pupils with SEND in accordance with the **Cheshire East Local Offer** and the Cheshire East SEND toolkit, details of which can be found **here**.
- Quality First Teaching (QFT)/ Ordinarily Available Inclusive Practice (OAIP) approaches, which are the first wave of provision for learners with SEND, are used in each classroom.
- We provide a quality environment where our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account being responsive to individual pupil's needs and any personalised learning requirements.
- Adapted learning is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for varied setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.
- Class-based approaches might include: using a range of multi-sensory approaches to suit different pupils' learning styles, alternative forms of recording work, visual prompts, small group or individual teaching etc. Information on and examples of this can be found in the Cheshire East SEND toolkit.
- Class teachers and support staff are supported through regular professional development opportunities to aid them in maximising learning opportunities for the individual learners in their class.
- The school has a wide range of intervention programmes available to support pupils who require support which goes beyond class-based approaches. Some of these intervention approaches are published or commercially available packages of support, such as Alpha to Omega, The Word Wasp, Bug Club Phonics interventions, Power of Two, Number Sense Maths, and Motor Skills United etc. Others are bespoke/personalised approaches based on a pupil's individual needs or broader interventions which help them develop into an independent learner.
- For those with significant or complex needs, the school seeks the advice of specialists; for example, Child and Adolescent Mental Health Services (CAMHS), Cheshire East Autism Team (CEAT), Cheshire East's Educational Psychology Team (EP), Speech and Language Therapists (SaLT), the Visual and Hearing Impairment Teams (VI/HI) and Occupational Therapists (SPOTSS/OT). Where consent for discussion or a referral is required, parents/carers will be consulted and their agreement sought. Recommendations will be incorporated into the child's personalised plan. In some cases these specialists might work in school with the pupil.

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

- As an inclusive school, we all work within the curriculum and specific learning is pitched at an appropriate level so that all pupils are able to access it according to their specific needs. This may include modifications to resources and the learning environment, use of additional adults, implementation of targeted



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Teaching, Learning and Support

actions or intervention programmes and individualised strategies to support wellbeing and behaviour.

- Environmental adjustments and adaptations, where required, are implemented to meet pupil needs.
- All additional provision for pupils is mapped on a provision map, which is overseen by the school SENDCo. Children supported at First Concerns and SEN Support levels and those with an Education, Health and Care plan (EHCP) have individualised plans which outline the specific actions and approaches which are in place. These are reviewed termly by class teachers and overseen by the SENDCo. Regular monitoring and progress meetings take place between class teachers, SENDCo and the school leadership team.
- We seek professional advice from other agencies, such as the Cheshire East Autism team, to help us match the curriculum and learning environment to pupils' needs.

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

- The Headteacher designates the budget for special educational needs in consultation with governors
- The Headteacher and SENDCo monitor the Special Educational Needs and corresponding provision throughout the year, making adjustments as necessary.
- Resources are allocated based on need. Resources include physical resources and additional adult support.
- The Senior Leadership Team, including the Headteacher, Head of School and Assistant Headteachers (including the SENDCo) regularly discuss and review the strategic and practical needs of the school, including the deployment of resources. Decisions are made by the Senior Leadership Team and discussed with the Governing Board where appropriate.
- Where a pupil's needs exceed the school's available funding for this purpose, the school may seek to obtain an Education, Health and Care plan from the Local Authority, with allocated additional resource to meet the child's needs. This is done in full consultation with parents.

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)**

- The Head Teacher decides on the use of the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEN in the school, including:
 - pupils already receiving extra support
 - pupils who may require extra support



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Teaching, Learning and Support

- pupils who have been identified as working below age related expectations
- resources, training and support, which are reviewed and adapted as required.
- Pupil-centred discussions between class teachers and the SENDCo will inform the actions implemented for children requiring support at First Concerns and SEN Support levels; they will also be used as the foundation of ongoing updates around children supported with an Education, Health and Care plan. Parents are updated on the support in place for their child and invited to discuss this with those key professionals at any time.
- The support implemented for individual pupils is informed by the Cheshire East Toolkit for SEND and recommendations and advice from external professionals where relevant.

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

- The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, coloured overlays, sensory supports, assistive technologies) to support pupils with SEND. The SENDCo makes strategic decisions about the allocation of these resources based on the needs of pupils.
- Additional resources are procured as and when required, and may be included in funding agreements for children with an Education, Health and Care plan.
- Where more specialist personalised equipment is required (e.g. coloured notebooks to support scotopic sensitivity, audio equipment, specialist seating), the SENDCo 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, and this provision will be outlined and reviewed in the child's SEN support plan.

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)*

- Your child's progress is continually monitored by his/her class teacher.
- 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 where progress is falling or excelling.
- For learners with the most significant needs, daily contact with families takes place, for example through informal conversation at the end of the school day or in home-school books.
- Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and the Deputy Head Teacher, Assistant Head Teacher and the SENDCo. Teacher assessments and the outcomes of termly standardised testing and statutory assessments (where applicable) are discussed.



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Teaching, Learning and Support

- For children receiving a more individualised adapted teaching and accessing targeted interventions; some additional assessments may be completed to identify smaller steps of progress.
- Information about pupil progress is shared with parents at parent-teacher meetings which are held in the Autumn and Spring Terms, for which an interim report is provided, and via the annual school report in the Summer term.
- Learners with SEND will be discussed with parents at parent-teacher meetings and, for those with SEN support plans or EHC Plans, parents are offered at least three meetings a year to review the child's plan, their progress and to discuss the current needs of the child. Pupils with an Education, Health and Care Plan will have a formal Annual Review each year.
- 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 each school day by prior appointment.

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

- We as a school value and celebrate each pupil being able to express their views on all aspects of school life. The School has a range of pupil leader groups that include; School Council, Mental Health Ambassadors, Junior Safety Officers and Anti-Bullying Ambassadors who take an active role in monitoring and improving any issues or viewpoints pupils may have raised.
- For children with a SEN Support plan or EHC plan, they are invited, at least annually, to offer their views for inclusion in their plan. This includes information on what they feel supports them in their learning and wellbeing. Where parents agree, children are welcome to attend review discussions around their support needs.
- Children are routinely spoken to by teaching staff about their progress and next steps; their efforts and successes are celebrated and their views sought.
- The school's ELSA trained learning mentor will offer pastoral sessions for individual children who may need additional resources and support to communicate their thoughts, ideas and opinions.

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 Senior Leadership Team undertake regular monitoring of pupil progress and of the effectiveness of provision, adapting this as required.
- The school works closely with a cluster of local schools, which enables opportunities for sharing of expertise and resources and support for senior leaders in undertaking rigorous monitoring.



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Teaching, Learning and Support

- The school has local cluster links with other agencies (CAMHS, Cheshire East Autism Team, Emotionally Healthy Schools and Educational Psychologists) through which we are able to consult specialists and ensure effective best practice to meet the needs of our pupils with SEN/D.
- The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money.
- As a school we have an annual cycle to assess and evaluate the effectiveness and sufficiency of the arrangements and provision for all our policies, procedures and practice. We gain the views of all stakeholders regularly through questionnaires, formal and informal discussions.
- We employ the services of external School Improvement Partners who work with us to evaluate and develop plans for improvements, including arrangements for children with special educational needs.

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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?

At Ashdene we take the safety of our pupils very seriously. We aim to ensure that all children can safely participate in all aspects of their school learning experience.

- Strong relationships with and knowledge of our pupils underpins all of our safeguarding activity. All staff follow the school's safeguarding policy.
- Information about vulnerable pupils with SEND is communicated to relevant school staff throughout the year and adequate staffing is provided to meet the needs of children at all times of the school day.
- Using the PSHE curriculum we teach the children age appropriate risk awareness and how they can get help if they are worried.
- Using our ELSA trained learning mentor, they may facilitate child voice sessions if needed to support children to share their lived experience if they have difficulties communicating this.
- Visuals for all children around school support them to know who they can talk to and how they can share a worry if they have one.
- Procedures and routines in and outside of the school are designed to maximise safety for all pupils are regularly reviewed to ensure they are effective.
- Where any risk to a specific pupil is identified, measures are taken to limit this; for example, supervising a pupil more closely during the transition between class and parent/carer at the end of the day.
- Where necessary, alternative arrangements for identified challenging times of the day are made, such as additional adult support for PE lessons or alternative provision during lunch or break time. For some pupils, a detailed risk assessment is undertaken; this is shared with parents and reviewed regularly by the class



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Keeping Students Safe and Supporting Their Wellbeing

teacher and SENDCo.

- All school staff are trained in first aid, with some holding additional qualifications and training for both first aid and specific medical care provision.
- Environmental adjustments are made to the wider school environment and practices as needed where a child's needs require this, e.g. to support visual impairment or physical need.
- All pupils are included in all of the school curriculum and we aim for every pupil to be included on any educational visit. We will provide the necessary support to ensure that this is successful. Risk assessments for activities are carried out regularly within school and in advance of any off-site activity to ensure the health and safety of all and individual risk assessments, where needed, are compiled. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, alternative activities covering the same curriculum areas will be provided in school.

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

- We are an inclusive school and we believe in developing the 'whole child' which includes helping them to develop resilience, social skills, self-awareness, self-esteem and to uphold positive values so that they can develop into well balanced individuals.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo/Learning Mentor for further advice and support. This may involve working alongside external agencies such as Health and Social Care and/or the Educational Psychologist Support Team/Emotionally Healthy Schools to ensure the child is best supported.
- Our Senior Mental Health Lead embeds a whole-school approach to support pupils with their mental health and well-being. They ensure there are effective practices and procedures in place to enable all members of staff to be emotionally available to pupils using the Protect, Relate, Regulate and Reflect approach.
- 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 PHSE teaching, we offer a range of interventions through our ELSA trained Learning Mentor. 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.
- Currently, our school Learning Mentor supports pupils individually or in groups. She helps them to develop confidence and self-esteem, to manage their feelings, social skills and emotions and also helps the pupils through friendship issues, all of which can impact on their academic progress. She also supports pupils' families through unforeseen events and can signpost them to agencies who can support them.



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Keeping Students Safe and Supporting Their Wellbeing

- We have a range of different clubs which the pupils can join, offering sporting, artistic, academic and social opportunities. These help develop the pupils' social skills, resilience and team spirit.
- We do not tolerate bullying and our school policies outline our management of behaviour. All school policies are available on our website.

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

- Our school has a 'Supporting Pupils with Medical Conditions' policy which is available on the school website or via the school office.
- The school policy covers the administration and management of medicines on the school site. Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day. Only prescription medication can be administered in school.
Teachers who have a pupil with a specific medical need will require appropriate training regarding the condition and when or where the pupil may need extra attention. We look to train several adults with any relevant knowledge/skills required to meet specific medical needs, to ensure broad and readily available support for the child.
- A child attending Ashdene Primary School with long term medical needs will have an individual health care plan drawn up and developed by the parent, teacher and SENDCo. In the event that such a plan is to be drawn up, the school will follow statutory guidance from the Department for Education 'Supporting pupils at school with medical conditions' (Dec 2015).
- When a pupil has a long term medical need, their photograph and information about their medical condition is put into a class file (Individual Pupil Profile) for all members of staff to refer to. This ensures that any staff member interacting with the child is able to access relevant information should it be required.
- Staff undertake regular first aid training and are trained annually by the school nursing team in the administration of rescue medication such as epi pens and asthma inhalers. Where needed, 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)*

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo/Learning Mentor for further advice and support. This may involve working alongside external agencies such as Health and Social Care and/or the Educational Psychologist Support Team to ensure the child is best supported.
- Personal, Social and Emotional wellbeing is seen as an important part 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 pupils in managing their emotions and relationships on a day to day basis.



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Keeping Students Safe and Supporting Their Wellbeing

- Staff regularly promote to the children how they can share any worries or concerns that may have. Visuals are in every classroom to reinforce this.
- For those requiring further support, the class teachers will refer pupils to the Learning Mentor, who may work with the child individually, as part of a group, or in a more holistic manner via liaison with family, friends, teachers and/or external agencies.

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

- At Ashdene Primary School we believe in developing positive attitudes to learning. We embed this by promoting and developing awareness of Growth Mindsets and a resilient, can-do attitude. Our RESPECT values underpins all areas of life at school and we hope to see children take these with them into the wider world.
- The school has a clear behaviour policy, (available on the school website) which is implemented consistently, and has an established system of rewards and sanctions which are followed by all staff and pupils.
- Pupil behaviour is recorded and tracked; for more concerning incidents, ABCD (Antecedent, Behaviour, Consequences and Desired Alternative) forms are completed to reflect on why an incident happened and what we and the child can do to ensure it doesn't happen again.
- We work flexibly in response to pupil behaviour and aim to find creative strategies to support pupils in managing their behaviour. It is very rare that we would consider exclusion for any pupil. Exclusion procedures form part of our behaviour policy.
- The school promote and monitor regular school attendance in line with our policy, and follow clear systems to manage poor attendance and/or punctuality, in line with Local Authority and governmental guidance.

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Working Together & Roles

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

The role of the class teacher is to:

- Ensure that all pupils have access to Quality First Teaching/ Ordinarily Available Inclusive Practice and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).



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Working Together & Roles

- Monitor the progress of your child and identify, plan and deliver, making use of additional adults as appropriate, any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary.
- Review the plans in place for children with additional needs and, as needed, liaising with the SENDCo to identify strategies and approaches.
- Meet with parents at parents' evenings, review meetings and during the year as needed to ensure that parents are aware of their child's progress and support and are able to have their views heard and considered.
- Ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensure that the school's SEN/D policy is followed in their classroom and for all the pupils they teach with SEND.

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

- The Headteacher
- The school's Senior Leadership Team, including the SENDCo
- The SEND governor
- The wider school staff team including teaching assistants, specialist subject teachers, support staff, midday assistants and pastoral staff.
- Some children's education may involve input from wider agencies such as Educational Psychologists, speech and language therapists and external specialist teachers.

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

- All class teachers and any staff involved with the pupil will be given a copy of the EHC Plan, SEN support plan and provision maps and there are regular opportunities to discuss the content of these at termly progress meetings with the SENDCo.
- We also plan in transition meetings at the end of each year in order for each teacher to obtain key information on the pupils they are going to receive.
- As a school we liaise with pre-schools and local High Schools in order for the transition between key stages to be planned thoroughly for all pupils, particularly those with SEND, offering additional transition support as needed.



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Working Together & Roles

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

- Our SENDCo is a qualified and experienced teacher and is completing the National Qualification in Special Educational Needs this academic year. The SENDCo also receives ongoing SEN training in specific areas. She has links with SENDCos across the local area, engages with Local Authority training on a range of SEND matters and links with a number of external agencies through which additional advice, support, assessment and training can be obtained.
- All our teachers hold qualified teacher status and all staff members, including TAs, receive regular training on how best to support our pupils with SEND, for example in dyslexia, speech and language needs, behaviour, Social Emotional Mental Health etc.
- Key adults around a child are supported to access specific training from wider agencies to meet their focus pupil's needs.

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

- As a school, we work closely with any statutory agencies that are equipped to support individual pupils' needs. We have close links with health professionals across agencies such as Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy, Occupational Therapy, GPs, School Health, Social Care, Cheshire East Autism Team, Social Care and Educational Psychologists. Our staff access training and support where offered by such agencies to support best practice.
- We also have links with local SEND settings, such as Inscape House, who have advised school on strategies to support individual pupils' needs. They have also delivered 'Autism Awareness' training to all teaching and support staff this year.
- Where needed, we will organise and participate in multi-agency meetings to discuss pupils, (Early Help Assessments, for example) and work to ensure good communication with these groups in order to meet the needs of pupils and their families.

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

- If you have any concerns, we recommend you speak to your child's class teacher initially, and at the earliest opportunity.
- If you have further concerns following this, or require further advice/support, you should then contact the SENDCo, Key Stage Leader or Headteacher.
- In the unlikely event that your concerns are not resolved at this stage, contact should be made with our school SEN/D Governor, Daniel McCabe.

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

- Laura O'Brien is our SENDCo; contact can be made via the school office in person or by telephone on 01625 917335 or via email to admin@ashdene.cheshire.sch.uk



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Working Together & Roles

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. As previously mentioned, a named Governor is responsible for SEN and meets regularly with our SENDCo.
- Our SENDCo and SEND governor address the Learning Inclusion and Progress (LIP) committee at regular intervals throughout the school year to report on SEND at Ashdene. Governors discuss any issues they identify, and work with the school to uphold best practice in all areas.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all pupils receive the support they need in order to make progress.

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

- We are a school where we value and celebrate each pupil being able to express their views on all aspects of school life. The School has a range of pupil leader groups that include; School Council, Mental Health Ambassadors, Junior Safety Officers and Anti-Bullying Ambassadors who take an active role in monitoring and improving any issues or viewpoints pupils may have raised.
- Pupil voice questionnaires and interviews are a regular feature of school monitoring.
- Class teachers regularly plan PHSE lessons which involve the pupils having a voice in many aspects of their learning.
- If your child has a SEN Support Plan, their views will be sought throughout the review process and informally in discussions with teaching staff about their learning.

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

- Parents are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly.
- 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.
- Parents are encouraged to become Parent Governors through a democratic process and we regularly circulate questionnaires to gain parents' views.
- The school always promotes and values communication with parents and carers with an open door policy.

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



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Working Together & Roles

- Our school staff would provide support and advise parents with any agencies through whom additional support can be sought. Staff can help with the completion of forms and provide guidance on procedures undertaken to access such support. The first port of call would be the SENDCo or Learning Mentor, via the school office.
- Our school website and weekly newsletters are a key source of useful, local information about support and services for families, both in relation to SEND and wider matters.



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Inclusion & Accessibility

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

- All pupils are included in all parts of the school curriculum and we aim for all pupils to be included on school trips.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised.
- Parents may be invited to join a trip or activity where it would be beneficial in supporting a child's additional needs and they are able to do so.
- In the unlikely event that it is considered unsafe for a pupil to take part in an activity, alternative activities that will cover the same curriculum areas will be provided in school.
- A first aider is always in attendance during off site activities and appropriate support for SEND and/or medical needs is implemented as required.
- The school arrange a large variety of after-school activities and support equality of access for these.
- We liaise with the (private) on-site breakfast and after-school club and private club providers as needed to support effective provision for children with additional needs.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☐

Details (if required)

We have two year 6 classrooms and an intervention space on the first floor. Access is via stairs only.

Are disabled changing and toilet facilities available? ☒

Details (if required)

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

Details (if required)

Limited space available – access by prior arrangement with the school

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

Details (if required)

N/A



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Inclusion & Accessibility

- The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.
- A copy of our school's Accessibility Plan can be requested from our School Office. Our practice and policy adhere to the Equality Act 2010. Where translation is needed to support parents' understanding of English, we will endeavour to support this.



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Transition

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

- Information regarding admissions can be found in our school's admissions policy, available from our school website.
- Admission to our school is managed by our Local Authority, Cheshire East, and queries should be directed to them regarding processes, criteria and availability of school spaces. Information is available at: <https://www.cheshireeast.gov.uk/schools/admissions/admissions.aspx>
- Queries about our school and the provision available should be directed to the school office by telephone on 01625 917 335 or by email to admin@ashdene.cheshire.sch.uk

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

- For standard September admission to our reception classes, we offer a range of visits to parents on scheduled dates.
- For in-year admissions, visits can be hosted on request if a place is available in your required year group.
- Visits can be sought by contacting the school office.

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)*

We recognise that 'moving on' can be difficult for a pupil with SEN and/or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving from another setting:
 - We will hold a multi-agency action for inclusion meeting if your child is identified as having a higher level of need.
 - We will endeavour to ensure that all records about your child are passed on as soon as possible.
 - We may arrange a further discussion with previous settings for a more detailed discussion as needed.
- If your child is moving to another school:
 - We will contact the new school's SENDCo and ensure s/he knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in all cases a planning meeting will take place with the new teacher.
 - The school SENDCo will liaise with the new class teacher regarding specific needs.



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Transition

- If your child would be helped by a book to support them understand moving on, then it will be made for them.
 - Learning Mentor support may be implemented if needed to support transition
- Transfer to Secondary School
 - The SENDCo will ensure that the specific needs of your child are discussed with the SEN co-ordinator of their secondary school as appropriate.
 - All relevant documentation will be shared with the new setting.
 - Where possible, your pupil will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.
 - Learning Mentor support may be implemented if needed to support transition
 - Materials and resources to support transition can be shared with parents for use at home.
-

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Additional Information

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

- The Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer
- Cheshire East Information, Advice and Support service are available to offer impartial support <http://www.ceias.cheshireeast.gov.uk/home.aspx>
- Parent Carer Forum are also able to support. <https://cepcf.org/>



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Additional Information

- Oakenclough Children's centre: 01625 374180

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

The information was updated in November 2023; it will be reviewed in November 2024

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)*

- If at any stage you are unhappy or simply wish to discuss your child's needs, you should in the first instance make an appointment to speak to the class teacher or the SENDCo.
- Should you require further discussion, the Head teacher will be able to receive any query or concern.
- Should your concern remain unresolved, it should be addressed to our or our SEND governor, David Felton.
- As a further step, a parent may wish to seek advice of the Cheshire East Information, Advice and Support service.
<http://www.ceias.cheshireeast.gov.uk/home.aspx>