

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	Wincle CE Primary School
Type of Setting <i>(tick all that apply)</i>	☒ Mainstream ☐ Resourced Provision ☐ Special ☒ Early Years ☒ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☐ Maintained ☐ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	4-11 years
Number of places	66
Which types of special educational need do you cater for? (IRR)	☒ 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. ☐ We are an inclusive setting that offers a specialism/specialisms in

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

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



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

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Identification

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

Children with SEND are identified as early as possible. This may be through concerns raised by parents, the pre-school lead or the class teacher. These concerns are based on the pupil's general wellbeing, their emotional or behavioural profile, their progress in comparison with their peer group, or their profile against recognised characteristics of specific forms of SEND. Early identification is essential; staff working in school monitor the children's progress at least termly through regular pupil progress staff meetings which are led by the Head teacher. These SEND staff meetings are held to ensure that all class teachers have the opportunity to discuss the needs, priorities and progress of our SEND children.

Concerns are initially raised with the class teacher who will discuss them with the child, child's family, the SENCo/Head teacher. 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 offer class based support, i.e. advice might be offered to the class teacher in order to support specific specialist differentiation for the pupil. For some pupils, in addition to the class based support, an out of class intervention might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The Head teacher keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

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 your first point of contact 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 through the school office upon request.

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 – www.windleprimaryschool.org



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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 Area Wide Offer (available at www.cheshireeast.gov.uk/localoffer).

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 class teaching which is differentiated 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 differentiating learning opportunities for the learners in their class.

The school has a wide range of intervention programmes available to support children who require support that goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support, such as precision teaching. Others are personalised approaches based on best practice guidance, for example social skills groups.

For those with significant or complex needs, the school seeks the advice of specialists, for example the Educational Psychologist, Speech and Language Therapist, the Cheshire East Autism Team, Adoption and Special Guardianship Team or the School Nurse. In some cases these specialists might work in school with the child.

Where additional levels of support are required, a personalised support plan 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 support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENCo via email or in person to discuss the 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 differentiating 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 spellings, or for those with language processing differences, visual prompts may be used to accompany auditory information. As part of good class management all classrooms have visual prompts.

Information about individual pupils with SEND is shared with supply staff. 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. All additional provision for pupils with SEND is overseen by the Head teacher, and monitoring of these pupils' progress takes place at regular SEN meetings held between class teachers and the SENCo.



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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 quality first teaching approaches, which are the first wave of provision for all learners including those with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. additional computers, writing slopes, alternative seating etc. For those requiring provision additional to class based strategies, funding facilitates the school's list of intervention programmes. In some cases it might also 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 Education Health Care Plans (EHCPs)). The SEND budget is the responsibility of the Headteacher. 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 pupil. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupil 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 for advice on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of 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)**

The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, and coloured overlays.) 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 procured as and when required. Where more specialist personalised equipment is required, the school SENCo liaises with the relevant external advisory service to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.



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Teaching, Learning and Support

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 best placed to identify where progress is falling or excelling. For learners with the most significant needs, and to help the parent support their learning, daily contact with families takes place, for example through informal conversation at the beginning and end of the school day or sometimes in home-school diaries. Formal monitoring of progress takes place termly in the form of a pupil progress staff meeting. Information about pupil progress is shared with parents at parent-teacher meetings which are held during the Autumn and Spring terms, and via the annual school report to parents.

For learners with SEND, an additional support plan and personal provision plan will be discussed with parents initially and following evaluation, and for those with EHC Plans, an Annual Review will be held. 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 or by 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)*

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. Pupil's 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 (e.g. opinions expressed via written 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 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 Head teacher 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. The individual opinions of pupils and parents regarding the effectiveness of support are sought regularly and collated to inform decisions about future provision.

Baseline and exit assessments allow the effectiveness of an intervention to be assessed against the child's progress.



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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 school staff via weekly staff meetings and the staff daily briefing 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 parent/carer at the start and end of the school day; playtime support and modelling so that issues can be addressed.

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

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 RSHE teaching we offer a range of interventions, both commercially published 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.

The school's Anti-Bullying policy may be found here - www.winkleprimaryschool.org. The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are 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.

All children in school are supported to develop relationships with their peers. For those pupils who find this more difficult there are alternative arrangements at break and lunchtime where play skills can be actively taught or modelled by staff.

We also hold whole school assemblies which address some of the key areas of need within our school.

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

Administration of medicines

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. Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the school first aid room where medication is kept in a locked cupboard.

Toileting

Staff in school are experienced in supporting pupils to become independent in their toileting, and we seek to support toilet training programmes in place at home. We work closely with families and where appropriate seek the advice of the continence service when meeting a pupil's toileting needs. Close adult supervision is maintained to ensure the safety and dignity of all pupils.



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Keeping Students Safe and Supporting Their Wellbeing

Sharing of Medical Information

Information about the medical and personal care needs of pupils is noted on staff meeting minutes and privately in the first aid room. Where information is required in greater or more personal detail, the class teacher will work with the child and family to ensure the school complies with the child's needs. 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

The school will work flexibly to support pupils with SEND who miss school due to unavoidable medical appointments or through illness.

Training

Staff undertake regular first aid and allergy training and are trained annually by the school nurse in the administration of rescue medication such as epi-pens and asthma inhalers. Where necessary the school seeks out relevant training to address the specific needs of pupils.

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

Emotional and social development 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 grow, and seek to support children in managing their emotions and relationships on a day to day basis. We have a range of interventions to support pupils experiencing difficulties with emotions, which may be implemented on an individual basis or within a small group setting.

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

Behaviour

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 are used to support them in adhering to the school rules. For some pupils this involves alternative 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 stress. A key focus of the school in supporting pupils' behaviour challenges is to firstly understand their behaviour. When these behaviours are identified we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, de-escalating emotional incidents, and



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Keeping Students Safe and Supporting Their Wellbeing

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 understanding and managing their own behaviour.

Exclusion

It is very rare that we would consider exclusion for any pupil.

Attendance

We take active steps to improve attendance. We work closely with families where attendance is of concern to find ways to improve the situation.



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Working Together & Roles

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

The class teacher has the overall responsibility for the pupils' learning and their day to day well being in school. They are the first point of contact for pupils and parents. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support learning are used efficiently (e.g. additional adults, physical prompts, and interventions).

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. She may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews. In addition to the class teacher and SENCo pupils might come into contact with the following: Highly skilled and experienced Teaching Assistants working in school. Some of these staff implement 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. 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. The school nurse often holds open surgeries for parents to seek advice (parental consent required for any contact with a child).

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?

Information about SEND needs of pupils are noted on the class management plan, and this document will sign post staff to the more detailed documents when required. All class teachers and any key workers involved with the child will be given a copy of the SFP or EHC Plan and there are regular opportunities to discuss the content of these at termly SEN meetings with the class teachers and SENCo.

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



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Working Together & Roles

All school staff have a good awareness of SEND through regular staff meetings etc. 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.

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, the School Nurse, Speech and Language Therapy and the Cheshire East Autism Team. We regularly organise multi-agency meetings to discuss pupils' needs (e.g. CAF), and aim 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?

Your first point of contact should be your child's class teacher.

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

The school's SENCo is Mrs Sarah Smith. She can be contacted via the main office via email (admin@wincle.cheshire.sch.uk with the subject line "FAO the SENCo.>").

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 make progress.

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 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 are plans for a school council, made up of pupils who will meet regularly to share the views of



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Working Together & Roles

their peers. Pupils with SEND are represented within this group

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 school. 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.

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 Headteacher provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter, website and via a termly parent partnership magazine.



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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. 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. 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.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☒

Details (if required)

Access to the school hall and one classroom. The other two classrooms are accessible via steps/stairs.

Are disabled changing and toilet facilities available?

Details (if required)

Yes

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

Details (if required)

No – Access can be given into the school playground if required to ensure the safety of pupils at all times.

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

Details (if required)

N/A

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our Accessibility Policy can be found here www.windleprimaryschool.org. Pupils with SEND are supported to access the facilities available to their peers. 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, by phone or text. Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings/communications, and would discuss with those families their preferred means of communication.



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Transition

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

For information about entry, please email the main school office (admin@wincle.cheshire.sch.uk) who will discuss the entry process with you, but all admissions to the school will be through Cheshire East Admissions

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

We also offer a range of transition visits for new Foundation Stage pupils. We encourage the families of pupils with SEND to arrange a separate visit with the Head teacher so that information which specifically relates to their child's requirements can be shared. This can be arranged by contacting the office either in person, by phone or email.

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. 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 is 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 are 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.

Transition to New Settings

We have very good links with our local high schools and work closely with the staff from those settings. Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families at this time to ensure consistency of information.

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 is 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.



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Additional Information
What other support services are there who might help me and my family? <i>(IRR)</i>
The school's Head teacher can provide details of further support for families. Parent partnership can be accessed by following this link (https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx)
When was the above information updated, and when will it be reviewed?
September 2026 and it will be reviewed in September 2027
Where can I find the Cheshire East Local Offer? <i>(IRR)</i>
From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer
What can I do if I am not happy with a decision or what is happening? <i>(IRR)</i>
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 Head teacher. In the vast majority of 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 here www.windleprimaryschool.org . Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil's SEND can be found within the Cheshire East Local Offer.