

[**Please see the following page for information on this setting’s age range and setting type**](#SettingInfo)

[Area Wide Local Offer](http://www.cheshireeast.gov.uk)

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| **Name of Setting** |  |
| **Type of Setting**  *(tick all that apply)* |  |
| **Specific Age range** | 2 - 11 |
| **Number of places** | Planned admission number of 45 from September 2018 plus a 52 place Nursery and currently a 16 place 2 year nursery. |
| **Which types of special educational need do you cater for? *(IRR)*** |  |

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).

**Questions from the Parent/Carer’s Point of View:**

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| **Identification** |
| **How will you know if my child or young person needs extra help? *(IRR)*** |
| |  | | --- | | Children with SEND are identified as early as possible within our school, often within our two Nursery settings. Sometimes SEND needs are identified before pre-school and home visits and a school meeting with the SENCO may be offered. Initial identification is usually through 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 regular in house or specialist training to support them in the identification of SEND. Early identification is paramount, and therefore staff working in school monitor the children’s progress carefully on a termly basis through regular pupil progress meeting which are led by the senior leadership team.  Concerns are initially raised with the school SENCO who would discuss them with those working with the pupil, the pupil’s family and 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. This is known as first concerns.  Depending on the level of the child’s needs, the decision might be made to offer class-based support approaches, for example advice might be offered to the class teacher in order to support scaffolding for the pupil. For some pupils, in addition to the class-based support approaches, out of class interventions might be offered.  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 in order to monitor the progress of these pupils, and to plan for provision across the school. (This is a register of First Concerns and an official SEN register) | |
| **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 the 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 discussion will be recorded on a form and used to help the class teacher complete a **First Concerns Profile** with you. The class teacher may then seek the involvement of the school SENCO. Alternatively the school SENCO can be contacted directly by phoning school on 01625 568839. Our SENCO will book an appointment to see you at a convenient time. |
| **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 under ‘School Information – Policies’. ***(IRR)*** |

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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 pupil’s with SEND in accordance with the Cheshire East Area Wide Offer http://www.cheshireeast.gov.uk/livewell/local-offer-for-childrenwith-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx and the Graduated Approach <http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-ineducation/send-toolkit.aspx>  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 scaffolded 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. Quality First teaching is explained in more detail in the Cheshire East SEND Toolkit.  <http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>  The school has a range of intervention programmes available to support children who require support which goes beyond class-based approaches. Some of these intervention approaches are published or commercially available packages of support, such as the Reception Literacy Programme, Talk Boost (recommended by Speech Therapy), published reading material for dyslexic pupils, IDL (electronic programme to develop reading and spelling), Plus 1 and Power of 2 Maths programs etc. Others are bespoke/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 (EP), the Cheshire East Autism Team (CEAT) Speech and Language Therapists (SALT) Play therapists and Occupational Therapists (OT). In some cases these specialists might work in school with the child, or parents might attend therapy sessions out of school with the pupil.  Where additional levels of support are required, a SEN 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 pupil’s needs in more detail. |
| **How will the curriculum and learning environment be matched to my child or young person’s needs? *(IRR)*** |
| The school delivers the National Curriculum in a creative skills-based way. Through providing a ‘context for learning’, children are given relevant and hands-on experiences. These are differentiated to be both accessible and challenging to children. Inclusion is nurtured through the development of a strong, socially-cohesive community; through the use of supportive and co-operative groupings and learning structures; and through child-centred planning, teaching and assessment. The school provides a variety of learning contexts both within the school, and in our outdoor learning provision. This fosters and builds on children’s interests and allows all children to experience success.  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. Academic progress is recorded electronically using ‘Insight Tracking’, SEN Support Plans and Education Health and Care Plans. These are stored electronically (including information regarding medical needs) on a password protected system for teaching staff.  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, our Learning Without Limits approach underpins and uniquely shapes the ethos and learning culture within our school.  It is inspired by decades of research that have drawn attention to the many complex ways in which ideas of fixed ability, and the practices based on them, can limit learning.  We are dedicated to developing approaches to teaching and learning that do not rely on determinist beliefs about ability.  Our curriculum holistically responds to the needs of each child, nurturing and fostering their independence, and allowing each child to thrive and discover their own strengths and passions, in a safe and supportive environment. |
| **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 learners 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 approaches, funding facilitates the school’s “menu” of intervention programmes. In some cases it might also be used to provide additional human resource e.g. teaching assistants, therapists etc. 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, Senior Leadership Team and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. |
| **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. This is called First Concerns. desired outcomes for the pupil will be discussed and the provision or support the pupils needs to meet those outcomes will be agreed. This will be a discussion to start with and may mean that a First Concerns Profile is completed to support the provision made and targets set.  If further support is needed at any point, the graduated Approach will be followed and a SEN Support plan may be needed. This, again will be a discussion between teacher, parents and the pupil to set targets and provision. School staff will seek input from an outside agency if they are involved e.g. Speech therapy. Parents and pupils will be fully involved in decisions about support and provision especially that which is different from and additional to that received by the majority of children. 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. a disabled toilet, writing slopes, privacy boards, Move n sit cushions, coloured overlays, non-slip rulers, computer programmes, differentiated reading materials, Rainbow room 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 procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating, weighted jacket) 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 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 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 meetings which are held twice a year and via the school annual report which is sent home in the summer term.  For learners with SEND, SEN Support Plans will be reviewed termly with parents at parent-teacher meetings, and for those with EHCPs an additional 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. The SENCO can also organise parenting support via the Child & Adolescent Mental Health Service (CAMHS) and the Cheshire East Autism Team (CEAT). |
| 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 in writing). 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 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 local schools which enables opportunities for shared monitoring and provides support for the school SENCOs. The SENCO is also supported by the Educational Psychology/ Cheshire East Autism Team Group Consultation and the Local Authority SENCO Support training days. 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 annually and collated to inform decisions about future provision: we have annual staff, parent and pupil surveys followed by feedback on the findings.  The school utilises password protected electronic systems to analyse and evaluate the academic progress of all pupils, including those identified with SEND, and reviews the effectiveness of interventions on a half termly basis. |

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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 and they are informed of 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 an increased level of supervision in the 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.  The Rainbow Room is available for children who need a more nurturing environment for a short time or who have medical issues. All mid-day staff are informed about children with complex or medical needs |
| **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 PHSE 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. We also have available a range of assessment tools to support us in tracking and monitoring pupil’s self-esteem and confidence e.g. Boxall Profile, SDQ S and well-being questionnaires and RAMP. The children also take part in self-reviews, focusing on areas they feel are both positive for them and areas that they would like extra support with. The Learning Mentor works closely with pupils and their parents /carers to support their social/emotional and mental health.  **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, and our learning mentor is available to support pupils and families in a holistic way.  **PEER / SIBLING SUPPORT**  It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates (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. We have pupil level books to support families where a child has additional needs.  **BULLYING**  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*.* |
| **How will the setting, school or college manage my child or young person’s medicine or personal care needs?** |
| ADMINISTRATION OF MEDICATION  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 if it is a long term need which has a medical care plan attached it is administered according to the medical care plan which has been drawn up by the health professionals involved e.g. Epilepsy nurse, parents and school staff. The medicine is then kept in a locked box in the staffroom. For short term medication when needed during the school day, it is preferable that parents, or their nominated responsible adult, should administer medicines to their children and visit the school to administer medicine when required. In cases where it is not practical for parents or a nominated representative to administer medication, the request for the school to administer medicine must be agreed with the school and the arrangements put in writing.  In some cases pupil’s medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, etc…). When this is applicable, a clearly identifiable safe place in the classroom is chosen.  TOILETING  Staff in school are experienced in supporting pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as active a role as they can, and pupils who are developing verbal skills are provided with a range of tools to help them communicate toilet needs. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil’s toileting needs. We ask parents to consent to an intimate care plan in line with school’s Intimate Care Policy.  PRIVACY AND DIGNITY  For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams, tube feeding etc.), and arrangements for this are made based on the context of the pupil’s needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g. administration of Movicol or Ensure drinks given at snack time). Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils.  For those pupils with toileting needs, every care is taken to ensure the pupil’s dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.  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 all staff who log into the system. Information about the medical and personal care needs of pupils is noted on pupil’s SEN Support Plans. 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. Kitchen staff have a file for all food related allergies together with photos of the children affected.  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 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 by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seek 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 employs a learning mentor, who might work 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. |
| **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 pupil’s whose behaviour challenges, is to firstly understand this behaviour. We use an Antecedent, Behaviour, Consequence system and Tally Charts for recoding and analysing behavioural incidents, in order to try to find patterns in behaviours. When these 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, deescalating 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.  **EXCLUSION**  It is very rare that we would consider exclusion for any pupil. Procedures if required follow the Local Authority Guidance.  **ATTENDANCE**  We take active steps to improve attendance. Our Deputy Head Teacher and Learning Mentor work closely with families where attendance is of concern to find holistic 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 pupil’s learning and their day to day well-being in school. They are the first contact 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, 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:   * The Learning Mentor has responsibility for ensuring the pastoral needs of pupils are met supported by the Pastoral Team (DHT and SENCO). * The school nurse (parental consent required for any contact). * There are also a large 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. For pupils with the highest levels of need, an additional adult might be assigned to sometimes 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. * Speech Therapist * Play Therapist * Occupational Therapist |
| **How does the setting, school or college ensure that information about a child’s SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?** |
| We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system.  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. |
| **What expertise is available in the setting, school or college in relation to SEND? *(IRR)*** |
| All school staff have a good awareness of SEND through regular staff meetings etc. 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 SENCO is a specialist member of staff and holds the nationally recognised award for SENDCo’s, in line with current legislation. She has also attended training in Autism, Dyslexia, ADHD, Speech & Language and attends all meetings related to Special Educational Needs in the school.  The Learning mentor has undertaken a wide range of relevant professional development opportunities, and has an enhanced knowledge of pastoral care. |
| **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, CEAT and OT. We work closely with social care teams, as well as with voluntary organisations such as the Cheshire East Information Advice and Support (CEIAS). Some of our pupils access SALT, OT and play therapy on site.  We regularly organise multi-agency meetings to discuss pupil’s needs, (e.g. Early Help and CCP -Child Centred Planning meetings) 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?** |
| 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. |
| **Who is the SEN Coordinator and how can I contact them? *(IRR)*** |
| Mrs Sarah Jeffery– 01625 568839  Email – deputy@manorpark.cheshire.sch.uk |
| **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 who offers support to the SENCO and monitors the provision of SEN across the school. The SENCO provides a termly SEND report for the Teaching & Learning Governing Body meetings. |
| **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. 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 express their views in alternative formats e.g. opinions expressed in writing. 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 regularly and to share the views of their peers. Pupils with SEN 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 setting. Many parents volunteer in school e.g. hearing readers, accompanying trips etc. There are opportunities to join the PTA ‘Manor Park School Association’ 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 Pastoral Team in school, led by the Deputy Head Teacher, 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 CEIAS 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. 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). |
| **How accessible is the setting/school/college environment?** |
| Is the building fully wheelchair accessible?  Details (if required)  There is a small flight of stairs between key stages – a w/chair lift has been installed. There are two floors in upper KS2.  Are disabled changing and toilet facilities available?  Details (if required)  Do you have parking areas for pick up and drop offs?  Details (if required)  Do you have disabled parking spaces for students (post-16 settings)?  Details (if required)  N/A  The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our accessibility policy can be requested from the school office. 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, by phone or text. Where pupils and their families require communication through languages other than English 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@manorpark.cheshire.sch.uk) who will discuss the entry process with you. The school complies fully with the Equality Act 2010 and the School Admissions Code 2012. |
| **How can parents arrange a visit to your setting, school or college? What is involved?** |
| We offer a range of transition visits for new reception pupils; however we encourage the families of pupils with SEND to arrange a separate visit with the school SENDCO so that information which specifically relates to your child’s requirements can be shared. This can be arranged by emailing the SENDCO (deputy@manorpark.cheshire.sch.uk ) or 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)*** |
| **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 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 Child Centred Planning 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.  **TRANISTION TO NEW 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. We have good links with our local high school and work closely with the staff from those settings. We also have close links with many of the local specialist settings and can advise parents and families when making decision about secondary provision. |

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| **Additional Information** |
| **What other support services are there who might help me and my family? *(IRR)*** |
| The school SENCO ([deputy@manorpark.cheshire.sch.uk](mailto:deputy@manorpark.cheshire.sch.uk)), the learning mentor, the head teacher in school can provide details of further support for families.  CEIAS can be accessed by following this link (https://www.ceias@cheshireeast.gov.uk) |
| **When was the above information updated, and when will it be reviewed?** |
| November 2022  Review Date – November 2023 |
| **Where can I find the Cheshire East Local Offer? *(IRR)*** |
| The Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://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 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 on the 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 Cheshire East Local Authority Web-site – link |