

# Our Local Offer for Special Educational Needs and/or Disability (SEND information report)

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 (SEND information report)

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<b>Name of Setting</b>	Bexton Primary School and Enhanced Provision
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input checked="" type="checkbox"/> Other (Please Specify) <input style="width: 150px;" type="text" value="Enhanced Provision"/>
<b>Specific Age range</b>	4-11
<b>Number of places</b>	Mainstream places (PAN) 60 per year; Enhanced provision 10 places
<b>Which types of special educational need do you cater for? (IRR)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">                     Complex needs. Children who access the school's enhanced provision are usually able to                 </div> </div> </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)*

Children with SEND are identified as early as possible within our setting. Initial identification is usually through dialogue about concerns 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 meetings which are led by the senior leadership team.

Concerns are initially raised with the class teacher 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 first step might be to offer advice to the class teacher in order to support differentiation for the pupil. For some pupils in addition to differentiated work, 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 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. (There 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 any concerns about any aspects of your child's education the first point of contact should be your child's class teacher. Bexton has an open door policy; the best time to talk to the class teacher being the end of the day, the SENCO is available via email or any member of staff is happy to make an appointment if you require a longer discussion.

##### 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.



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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-children-with-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-in-education/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 differentiated to meet the needs of all our pupils. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual 1-1 teaching etc. Class teachers and support staff are given professional development to support them in differentiating learning opportunities for the pupils 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 wide range of intervention programmes available to support children who require more than differentiated class work. Some of these interventions are published or commercially available packages such as Toe by Toe etc. Others are bespoke/personalized approaches based on best practice guidance, e.g. social skills groups. For those with significant or complex needs, the school seeks the advice of specialists, e.g. Speech and Language therapists, Physiotherapists, Occupational therapists etc. In some cases these specialists work in school with the children or the children may attend clinics out of school. Where additional levels of support are required, a personalised support plan is created, which will outline the provision available to each child. This will be discussed with the parents at termly meetings with the class teacher and support worker (and may also include the SENCO if necessary) and is known as an SEN Support plan.

#### 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 pupils in their class by differentiating their learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these.

For example, for learners with literacy difficulties the class teacher may provide personalised spelling banks, or for those with language processing difficulties visuals may be used alongside verbal instructions.

The school has password protected integrated information management systems for all electronic data in school which records pupils SEND and medical needs.

Where learners are working at an attainment level below their peer group class teachers adapt their teaching to cover the gaps in the learner's knowledge or re-visit previous learning objectives as some children need more consolidation than others and a few children will benefit from over learning. We aim to encourage independence in all learners and provide independent tasks that are matched as near as possible to the strengths of the learners. For those children



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### Teaching, Learning and Support

who require a more specialist approach to learning the class teacher discusses differentiated activities with specialist staff in school e.g. The SENCO, the Assessment Coordinator, the Learning Mentor or staff in the Enhanced Support team. All additional provision for pupils with SEND is overseen by the school SENCO and monitoring of these pupils' progress takes place at regular pupil progress meetings held between class teachers and the schools Senior Leadership team which includes the SENCo.

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, (QFT , Universal), are fully used in each classroom a proportion of the SEND budget is used towards class based provision. This might be additional physical resources e.g. writing slopes, Move n Sit cushions or a computer for Nessy. For First Concern group intervention programmes provided outside of the classroom the provision of personnel to implement them uses up a good proportion of the budget. SEN Support is the next form of support and is provided as in the Graduated Approach for Schools in the SEND Toolkit document. Complex and Specialist 1-1 and other forms of support match the funding provided by a child's EHCP where their needs and provision have been outlined. The SEND budget is the responsibility of the Head teacher, SENCO and the Senior Leadership team and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost effectively.

#### Specialist Provision

Bexton Primary School is resourced for up to 10 children with complex needs, within the age range of 4-11 years. The school has an additional specialist teacher (also the SENCo) and four teaching assistants who manage and support the needs of these children within an inclusive setting. The children have a personalised curriculum that helps to support their learning needs and styles. The specialist teacher works closely with mainstream teachers and in partnership with other agencies such as Speech and Language, Occupational Therapy etc to overcome barriers to inclusion. The aim for the school is to include the children in the mainstream as and when appropriate to the individual child. However, a small number of children will spend most of their time within the specialist provision to meet their development needs. The aim of the provision is to provide a highly differentiated curriculum tailored towards the individual child. There may also be opportunities for mainstream pupils who are working at a level significantly below their peer group to be included in the small group, if this is thought to be of benefit to the child. Parents will always be consulted about any proposed changes to their child's teaching arrangements. More information about the resource Provision can be found on the School Website

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. 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. 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.



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### Teaching, Learning and Support

If further support is needed at any point the graduated Approach will be followed and an 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 etc.) to support children with SEND and the Head teacher and the SENCO make strategic decisions about the allocation of these resources based on the needs of the pupils.

Additional resources are procured as and when required. Where more personalised equipment is required (e.g. specialised seating) the school SENCO liaises with the relevant external advisory service (e.g. Occupational therapy) to seek advice on the best options for the procurement of these. Parents will be involved where 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 has high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers and they identify where progress is stuttering or excelling and weekly comments are made in the home school diaries.

For learners with the most significant needs, regular contact with families takes place through informal conversations or the home school diaries.

Formal monitoring of progress takes place termly in the form of pupil progress meetings held between class teachers and members of the senior leadership team. 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 pupils with SEND, personal provision plans/ SEN Support plans will be discussed with parents termly and for those with EHCP'S an annual review will be held and an EHC Implementation plan created.

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 the school day.

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



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### Teaching, Learning and Support

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are 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 oral feedback). 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 them 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 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.

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 which outlines any areas which could pose a risk to the pupil. Where risks are identified measures are taken to limit these, for example supervising a child more closely during the transition between class and care-giver at the end of the day. Where necessary alternative arrangements for the most "risky" times of the day are made, for example at playtimes 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?



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### Keeping Students Safe and Supporting Their Wellbeing

#### 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. Jigsaw REST Screening Tool, Boxhall, PIVATS. The SENCO monitors the child's progress alongside a learning mentor.

#### FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult we 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.

#### 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





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### Keeping Students Safe and Supporting Their Wellbeing

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, epilepsy rescue medication etc.). When this is applicable, a clearly identifiable safe place in the classroom is chosen. (See school's Administration of Medicine Policy)

#### TOILETTING

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. For those pupils who wear nappies or pull ups 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.

#### PRIVACY AND DIGNITY

For other pupils, medical care might take place within the daily routine of the classroom (e.g. diabetes injections). Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils.

#### SHARING OF MEDICAL INFORMATION

We use a password protected integrated information management system for all electronic data in school which records pupils SEND and medical needs. This system is linked to our registration and assessment tools meaning that information about pupil need is viable to staff alongside academic data. Information about the medical and personal care needs of pupils is noted and available for all staff in the staffroom. 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.



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### Keeping Students Safe and Supporting Their Wellbeing

#### 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 annually 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’ e.g. manual handling.

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



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### Keeping Students Safe and Supporting Their Wellbeing

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. Our focus is on proactively avoiding behaviours, de-escalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

#### EXCLUSION

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

#### ATTENDANCE

We take active steps to improve attendance. Our Learning mentor works 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 wellbeing in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil unless an alternative key worker has been assigned. 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).

For those pupils who are members of the Specialist Provision (specified on their EHCP), there may be a Mainstream class teacher alongside the Specialist Provision teacher. This is to ensure that pupils are given the opportunity to be included in mainstream learning opportunities with a designated class at appropriate times; here responsibility for the learning of these pupils is shared with the Specialist Provision teacher and the Mainstream teacher.

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



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### Working Together & Roles

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. They may work individually with pupils, or carry out assessments where required, and will usually host formal meeting 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 (parental consent required for regular planned contact).

The Enhanced support staff are specialists in supporting pupils with a range of needs and might work individually with pupils or advise other staff (parental consent required for regular planned contact).

The School nurse (parental consent required for any contact). Please note that the School Nurse does not work on site.

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 or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. Some of these pupils will be assigned a key worker in addition to the class teacher who will act as a hub for information about the pupil.

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

For those pupils working within the Specialist Provision (specified on EHCP) a Speech therapist is available in school half termly. Physiotherapists and Occupational therapists also call into school to assess or work with children.

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?



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### Working Together & Roles

We use a password protected integrated information management system for all electronic data in school which records pupils SEND and medical needs. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data. All class teachers and any key workers involved with the child will be given a copy of EHCP's 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. Regular meetings are held to enable staff to work with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes.  
The Specialist provision teacher and SENCO is experienced in teaching children with complex learning needs and holds the nationally recognised award for SENCo's, in line with current legislation. The wider Specialist provision team have a range of specialist knowledge and skills.  
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, PHYSIO and OT. We work closely with Social care teams, as well as with voluntary organisations such as Cheshire East Information and Advice Support Service. Some of our pupils access SALT, OT, Physio, and CEAT on site.  
We organise multi-agency meetings to discuss pupil's needs when applicable, (e.g. Early Help) 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 available to support you in matters relating to SEND.



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### Working Together & Roles

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

The school EHCP SENCO is Anna Aitken and the SEN Support SENCO is Gemma Kilshaw. They can be contacted through the school office  
admin@bexton.cheshire.sch.uk

#### What roles do 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 meetings between the SEND governor and SENCO take place to ensure that all pupils including those who are looked after 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. Pupil's opinions are sought at a level which is accessible to the individual. 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 have been 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 readings, accompanying trips etc. There are opportunities to join the "Friends of Bexton" (FOBs) 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 SEN team in school, led by the SENCO 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, via a termly parent partnership magazine and occasional coffee afternoon drop in meetings.



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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)

Are disabled changing and toilet facilities available?

Details (if required)

Yes – rainbow room has a disabled access toilet

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

Details (if required)

One disabled space

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

Details (if required)

N/A





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### **Inclusion & Accessibility**

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Please refer to our accessibility policy. Pupils with SEND are supported to access the facilities available to their peers, for example 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.



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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@bexton.cheshire.sch.uk](mailto:admin@bexton.cheshire.sch.uk)) who will discuss the entry process with you.

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

We offer a range of transition visits for new reception pupils; alongside this we encourage the families of pupils with SEND to arrange a separate visit with the school SENCO so that information which specifically relates to your child's requirements can be shared. The SENCO may host an Action for Inclusion meeting with all professionals involved with your child.

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 school Head teacher or SENCO. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency Action for Inclusion meeting 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 current setting or a transition pack containing photos etc.

#### TRANSITION 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 Academy and other High schools and work closely with the staff from those settings.



## Our Local Offer for Special Educational Needs and/or Disability

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### Additional Information

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

The school SENCO or the Learning mentor in school can provide details of further support for families.  
Cheshire East Information Advice and Support Service can be accessed through the following link: [www.ceias.cheshireeast.gov.uk](http://www.ceias.cheshireeast.gov.uk)

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

Updated Autumn term 2023 to be reviewed Autumn term 2024.

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

<http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

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