

Mossley Primary's 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



Mossley Primary's offer for Special Educational Needs and/or Disability

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Name of Setting	
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
Specific Age range	4 - 11
Number of places	420
Which types of special educational need do you cater for? <i>(IRR)</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

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

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



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

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Identification	
How will you know if my child or young person needs extra help? <i>(IRR)</i>	
Within our school there is a wealth of experience on our team and this is used to ensure the early identification of pupils who may need extra help is quickly seen. It can come from a number of sources these being:-	
<ul style="list-style-type: none">• Concerns raised by parents/carers, teachers, teaching assistants or the pupil's previous school.• There may be a lack progress so a child may be identified as performing below age related expectations.• A pupil asks for help.• There is a change in the pupil's behaviour or low self-esteem that is affecting performance.• Liaison with external agencies or a health diagnosis through a pediatrician	
What should I do if I think my child or young person needs extra help?	
In the first instance, parents should contact the class teacher to discuss concerns. After this discussion, the class teacher will liaise with the Special Educational Needs co-ordinator (SENCo).	
Where can I find the setting/school's SEN policy and other related documents? <i>(IRR)</i>	
Please visit www.mossleyceprimary.co.uk The website provides you with all relevant school policies and documents relating to provision offered to our pupils.	



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Teaching, Learning and Support

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

- Adapted and differentiated Quality first teaching.
- Access to any required intervention as detailed on an agreed provision map.
- Additional support from adults around the school
- Access to other professional advice when required

Regular dialogue between teacher, child and parent

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

- All work is differentiated to meet the individual needs of all children. However on occasions it is necessary to personalise the curriculum to enable a child to be fully included.
- The learning environments are adapted to make the working areas dyslexic and autism friendly.

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

Element 2 funding (equivalent to 12 hours intervention a week) can be accessed for any child who has been identified as having an additional need.

Element 3 funding will be requested from the authority for any child who is not making the expected progress despite element 2 funding being in place.

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)*

A meeting is arranged with the parent, class teacher and Senco to discuss putting a support plan in place. During this meeting a plan will be put together.

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

Should it be necessary to have specific equipment to meet any additional needs these are generally met from the school's budget as is any additional support. Should this not be possible there are a number of outside agencies who can be contacted to provide specific equipment on a loan basis.

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)*



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Teaching, Learning and Support

Your child's progress is monitored by the class teacher through both formal and informal assessments. The progress of children with a school support Plan is formally reviewed termly with all against the objectives set at the planning stage. As part of this support plan there are clear strategies for parents to follow at home to help support the plan.

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

The child is involved in the whole process of any support plan that is put in place. They attend all the meetings with adults to ensure their wishes are heard.

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)*

- Review of the provision map and support plan on a termly basis.
- Tracking of data for that child
- Discussions with parents, adults and the child
- Detailed record keeping from staff on the impact of the provision

The SENCo measures and monitors the overall effectiveness of provision.

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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?

Detailed risk assessments will be completed for any trip taking place outside of school and are approved by the Head teacher and the authority. All staff are trained in Safeguarding, and have completed relevant checks prior to working in school.

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

Children are aware of who they can talk to if they have any concerns. We offer nurture groups and have access to Cheshire Play Therapy services should they be needed. School can also access the Educational Psychologist and CAMHS if necessary.

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



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Keeping Students Safe and Supporting Their Wellbeing

The school has a policy regarding the administration and managing of medicines on the school site. (Currently under review). Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis the Admin Staff generally oversee the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

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

The class teacher has overall responsibility for the pastoral and social care of every child in the class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies.

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

As a school we use positive behaviour strategies with a clear reward system that is followed by all staff and pupils. There are team points awarded as well as individual raffle tickets. We hold weekly celebration assemblies. Attendance certificates are awarded to reward good attendance.



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Working Together & Roles	
What is the role of my child or young person's class teacher?	
The role of the class teacher is to :	
<ul style="list-style-type: none">• Ensure adapted quality first teaching of all children• Plan and assess differentiated lessons• Ensure every child is included in all lessons• Use a range of strategies and resources• Track the progress of every child and report to parents termly•	
Who else has a role in my child or young person's education?	
<ul style="list-style-type: none">• The class teacher• Teaching assistants• Midday assistants• Admin staff• Headteacher• Students on placement• Parent helpers in school• Governors• Church• Other professionals• You as the parent	
How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?	
Our school is committed to working in co-operation with all agencies. We regularly call, attend and lead multi-agency meetings to ensure our children are well supported. At these meetings we take minutes and all parties are sent copies of the minutes for their files.	
What expertise is available in the setting, school or college in relation to SEND? <i>(IRR)</i>	
We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions). Our Special Educational Needs/Disability Co-ordinator	



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Working Together & Roles	
(SENCO) is a qualified and experienced teacher and holds the National Qualification in Special Educational Needs, as well as receiving ongoing SEN training in specific areas. All our teachers hold qualified teacher status and all staff members, including TAs, receive regular training on how best to support our pupils with SEND, for example in dyslexia, autism, speech and language needs.	
Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)	
Health including - GPs, school nurse, clinical psychologist, pediatricians, speech & language therapists; occupational therapists, physiotherapists, visual and hearing impaired team. Social services including - Locality Teams, social workers and Educational Psychologists, Cheshire Autism Team (CEAT) and CAMHS service SENCo's meet on a termly basis to share knowledge and resources and work with the Borough SENCo	
Who would be my first point of contact if I want to discuss something?	
If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.	
Who is the SEN Coordinator and how can I contact them? (IRR)	
Mrs Mel Schofield is our SENCo and is available on a Wednesday and Thursday. Please feel free to just come in no appointment needed.	
What roles do have your governors have? And what does the SEN governor do?	
A named Governor is responsible for SEN and meets regularly with our SEN Co-ordinator. Reports to the Full Governing Body are given every term. The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.	
How will my child or young person be supported to have a voice in the setting, school or college? (IRR)	
The school council meet regularly, which consists of children from all classes. Pupil questionnaires Pupil voice comments on pastoral education plans or for those children who have a statement of need Through the RE and PSHCE curriculum Cooperative learning styles throughout the school encourage interdependence and accountability for children to develop self esteem and contribute to	



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Working Together & Roles

their learning.

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

Parents are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly. Parents are encouraged to become Governors through a democratic process and we regularly promote questionnaires gaining parents views and our open door policy.

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

Our school staff can signpost parents onto the necessary organisations that support and advise parents and support with any forms and procedures that are needed to access support that is available for families with any requirements. This may also include linking into support with travel plans when necessary.



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Inclusion & Accessibility

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

We aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised.

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)

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)

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.

We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary.



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Transition

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

We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school Admin office to arrange to meet the Head teacher, who will willingly discuss how the school could meet your child's needs. Cheshire East admission arrangements are clearly explained on their website ([link added here](#))

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

We welcome visits to school at any time. Please contact the school Admin office to arrange to meet the Head teacher, who will willingly discuss how the school could meet your child's needs.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)

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

- If your child is moving to another school:
 - We will contact the new school's SENCo and ensure s/he knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher.
 - If your child, would be helped by a book to support them understand moving on, then it will be made for them.
- Transfer to Secondary School
 - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.
 - If needed the CEAT team provide a range of transition materials that can be used on a 1:1 basis or in small groups
 - Teaching assistants may accompany children to high school on individual transition days



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Additional Information

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

A. Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service (CEAT)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Family Support Workers.

B. Provided and paid for by the Health Service (East Cheshire NHS Trust)

School Nurse

CAMHS

C. Voluntary agencies

- Parent Partnership Service (to support families through the SEN processes and procedures).
- Vysion - Congleton Based

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

As a school we annually update the information provided on this form and our review date is set for September each year.

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

From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer



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Additional Information

What can I do if I am not happy with a decision or what is happening? *(IRR)*

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child you should in the first instance approach the class teacher or the school's (SENCo). If this does not solve the complaint then a parent should then speak to the Head Teacher who will discuss and advise the next steps. Should a complaint be made as a school we have a complaints policy, which can be obtained through the Admin office. A parent may wish to seek advice at this time from the Parent Partnership Service.