

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

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



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



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

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<b>Name of Setting</b>	Rode Heath Primary School
<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 checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 100px; height: 15px;" type="text"/>
<b>Specific Age range</b>	3-11 years old
<b>Number of places</b>	240
<b>Which types of special educational need do you cater for? <i>(IRR)</i></b>	<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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<b>Identification</b>	
<b>How will you know if my child or young person needs extra help? (IRR)</b>	
<p>As a school we aim to identify children with Special Educational Needs and Disabilities (SEND) as early as possible. Initial identification is usually through comments or concerns brought by parents, or staff who are working/have worked directly with the child. We consider the whole child and will look at the pupil's learning, progress in comparison to their peers and social and emotional well-being. Early identification is paramount. To make sure that we identify children with SEND as soon as possible, we share information and concerns in a variety of ways. These include:</p> <ul style="list-style-type: none"> <li>• Regular informal discussions with the class teacher, SENCo, Head Teacher and Assistant Heads about pupil's progress.</li> <li>• Monitoring children's progress termly during pupil progress meetings which are led by the senior leadership team.</li> <li>• Talking to parents and discussing any worries or concerns.</li> <li>• Talking to the pupil about any worries they may have.</li> <li>• Liaising with other professionals e.g. speech and language therapist, occupational therapist, physiotherapist etc.</li> <li>• Communicating with any previous educational settings that the pupil has attended.</li> </ul> <p>Concerns are initially raised with the school SENCo and the Head Teacher. Discussions would take place with those working directly with the pupil, the pupil's family and the pupil themselves. These discussions would focus on the desired outcomes for each individual child. We would at this point consider what provision might be necessary to enable the child to reach the outcomes discussed. Depending on the level of the pupil's needs, we may offer class based support or if necessary out of class interventions may be implemented. Pupils who require a higher level of support would be referred to outside agencies for further advice or support. The SENCo and Head Teacher keep a register of the pupils who require additional support in order to carefully monitor the progress of these pupils and effectively plan for provision across the school.</p> <p>We follow the graduated approach as described in the Cheshire East toolkit.</p>	
<b>What should I do if I think my child or young person needs extra help?</b>	
<p>If you have concerns about any aspect of your child's education you should speak to the class teacher. If you require a longer discussion the class teachers would be happy to make an appointment to see you after school. The class teacher may invite the SENCo along to listen to your concerns and to help to plan the next steps where necessary.</p>	
<b>Where can I find the setting/school's SEND policy and other related documents? (IRR)</b>	
<p>The school's SEND policy and any other relevant policies can be found on the school website.  <a href="http://www.rodeheath.cheshire.sch.uk/">http://www.rodeheath.cheshire.sch.uk/</a></p>	



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### Teaching, Learning and Support

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

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer (please see Cheshire East website).

It is our aim to provide all children with the opportunity to access appropriate learning opportunities in an inclusive manner. We deliver high quality class teaching which is differentiated to meet the needs of our learners.

Some pupils require further class based approaches which may include visual prompts, alternative methods of recording work or individual supported activities.

Intervention programmes such as the Reception Literacy Programme or Dyslexia plus are available to support children where necessary.

For the pupils who require a higher level of support, the school seeks the advice of specialists, for example speech and language therapists, physiotherapists or occupational therapists. These specialists sometimes work with the child in school or school staff might attend a therapy session out of school with the pupil.

When additional levels of support are required, a personalised support plan is created. This will outline the provision available for each child and will be formulated with the support of all necessary parties. In addition, parents will be given more opportunities to discuss their child's progress with the class teacher and SENCo.

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

All of the class teachers take the responsibility for meeting the needs of the learners in their class by differentiating the learning. For pupils with SEND, class teachers will consider their strengths and weaknesses and will make every effort to accommodate these. For example, for children with literacy difficulties, visual supports or personalised spelling banks will be provided. We often seek professional advice from other agencies, such as the Cheshire East Autism Team, to support us when matching the curriculum and learning environment to a pupil's needs.

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

The Head Teacher in consultation with the School Governors decides on the budget for special educational needs. The Head Teacher regularly discusses the needs of the children with the SENCo and changes are made where necessary. The school has many resources that are matched to suit each learner's needs. These include learning programmes, interventions and highly skilled teaching assistants.

#### 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 a pupil is first identified as requiring additional support, a discussion will take place between the class teacher, head teacher, SENCo and parents. During this meeting the desired outcomes for the pupil will be discussed and the provision or support that the pupil needs in order to meet these outcomes will be agreed. This will be discussed with the pupil and their views will be included in the discussion. This will then be recorded on a 'First Concerns Profile'.

The school staff have a wide range of expertise and understanding about the type of support a pupil may need, but occasionally we may seek the support of other



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### Teaching, Learning and Support

agencies for further advice. Parents and pupils will be fully involved in the discussions about provision and support.

If there are differences in opinion about the nature of the support required, the school may seek the advice of external agencies to support the decision making process. All school resources, training and support are reviewed regularly and changes are made as needed.

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

The school has a range of equipment available to support pupils with SEND, this includes a writing slope, coloured overlays and differentiated reading material. Additional resources are often sourced when required. Where more specialist personalised equipment is required, the SENCo liaises with the relevant external advisory service (e.g. occupational therapist, sensory impairment services) to seek advice on the best options of the procurement of these. Parents will be involved when 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 of the school staff have high expectations for each individual learner. Your child's progress is continually monitored by the class teacher and they will identify where progress stalls or is exceeding. The progress of all learners is also formally reviewed by the Head Teacher and Senior Leadership Team three times a year. Information about your child's progress may be shared through an informal conversation at the end of the day, or during a parents evening/written correspondence. For children on the SEND register, a meeting will take place termly to discuss progress and targets for the following term. For the children with an Education Health and Care Plan, an annual review will also be held.

Parents are always encouraged to speak to their child's teacher if they have any concerns.

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

As a school, a very strong emphasis is placed upon pupil voice. Every effort is made to ensure that the thoughts and feelings of our pupils are an integral part of any plans made for their learning. The children's opinions are sought at a level which is accessible to them. For some children this may mean giving them the opportunity to discuss their feelings with a familiar adult who will share their thoughts for them at any meetings. For others, this may mean enabling them to contribute to meetings by writing down their opinions or using a video recorder to record their views.

Throughout the school we talk individually to all pupils about their learning and discuss next steps with them. This is also evident in our marking policy where we identify areas of progress and next steps. The children are encouraged to read our comments and are provided with 'fix it' time where necessary.

During the annual review process the child's thoughts about the year and ideas for next steps are reported. For the children who have School Support Plans and EHCP implementation plans, their views are recorded termly.



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### Teaching, Learning and Support

#### 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 Head Teacher, Senior Leadership Team and SENCo review the provision and effectiveness for children with SEND on a regular basis and adapt the provision as required. The success of interventions or support programmes are monitored carefully to ensure that they are effective. The SENCo meets with the cluster, Educational Psychologist and the Cheshire East Autism Team (CEAT) termly to reflect on the effectiveness of provision and to share ideas. The SEND governor maintains an overview of the school's provision and reports annually to the governing body. The individual opinions of both the pupils and parents regarding the effectiveness of support are sought annually and collated to form part of the annual review paperwork and school support plans.

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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?

Before school a staff member of the school is on the key stage one (KS1) playground to support children entering the school gates. In key stage two (KS2), the children can enter their classroom from 8.45am. During playtimes two members of staff are timetabled to supervise the children on each playground. The majority of our staff hold an emergency first aid certificate and some members of the team hold the full first aid qualification. When taking part in school trips, a full first aider will always attend and additionally a paediatric first aider will attend all Foundation Stage and KS1 trips. Risk assessments will be completed on the Evolve system before the visit.

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

We recognise that pupils with SEND can experience a range of social and emotional challenges. We therefore offer a highly personalised provision for each individual child. This can be with a named key person or with our trained nurture specialist in our nurture room. All of the children in our school are supported to develop relationships with their peers. For the pupils who find this difficult, arrangements are made during playtimes and lunchtimes to support them. We have a playtime 'friendship stop' area to support our younger children and older children are encouraged to engage in play skills which are actively taught or modelled by our mid-day assistants. It is sometimes appropriate for us to provide support for the peer groups/siblings of pupils with SEND. Some of this support would take place during PHSE sessions, enabling peers to ask questions and learn about the needs of their class mates. At other times we may hold whole school assemblies which address some of the key areas of need within our school. All classrooms have a worry box which is accessible to the children if they have any concerns that they would like to share with a member of staff.



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### Teaching, Learning and Support

We do not tolerate bullying in our school and we follow our school behaviour policy to support this. This can be found on our website.

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

We are aware that some children with SEND also have medical or personal needs that require attention during the school day, including the administration of medication. Our school policy for the administration of medicine ensures that a signed parental consent form is handed to the school. Medicine is then stored in a high cupboard and administered by a trained first aider. In some cases, pupil's medicine may be more appropriately stored in their classroom (e.g. inhalers). We have regular staff updates on any medical conditions affecting individual pupils so that all staff are aware of their particular needs. If a pupil needs any personal care, a personal care plan will be developed with the support of parents and medical professionals. Where possible the pupil's views will also be shared. We have trained first aiders whose training is regularly updated. A fully trained first aider will always attend any out of school visits. Where necessary the school will seek out further training to address specific needs where necessary.

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

The class teacher and teaching assistants play a vital role in this area. Many emotional and social issues are addressed through regular PHSE sessions. The staff at our school work hard to promote an environment in which positive working relationships can flourish, and where children can be supported in managing their emotions on a day to day basis. For those children requiring further support, regular nurture sessions take place within the school environment. We may also put in place extra reflection time sessions, daily meet and greet sessions or a buddy system. We seek advice from other agencies such as the Cheshire East Autism Team and the Child and Adolescent Mental Health Services where necessary.

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

The school has a clear behaviour policy which is implemented consistently. This can be found on our website. We encourage positive behaviour through the use of our 'good to be green' system, house team pebbles and stars on bookmarks. We recognise that challenging behaviour is not a special educational need, but we are aware that some SEND pupils may need extra support and understanding. Parents are involved in discussing and identifying specific issues and an individual behaviour plan will be written if necessary. If there is ever a risk of exclusion, parents are fully included in all aspects of the process and outside agencies will be contacted for advice. Attendance is monitored daily via our electronic registration system. If a pupil with SEND has poor attendance we would discuss this with the parents and seek advice from the Education Welfare Officer where necessary.



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<b>Working Together &amp; Roles</b>	
<b>What is the role of my child or young person's class teacher?</b>	
<p>The class teacher has the overall responsibility for pupil's learning and their day to day well-being at school. They are always the first port of call for pupils and parents and their roles include:</p> <ul style="list-style-type: none"><li>• Delivering quality first teaching and differentiating learning to meet individual pupil's needs.</li><li>• Monitoring progress across the year and identifying where additional support may be needed.</li><li>• Discussing any concerns with the school SENCo.</li><li>• Planning for any additional adults to implement support in the classroom.</li><li>• Following specialist advice and adapting teaching and learning as advised.</li><li>• Ensuring the school's SEND policy is adhered to in their classroom.</li></ul>	
<b>Who else has a role in my child or young person's education?</b>	
<p>A number of other people have a role in the education of your child. These include:</p> <ul style="list-style-type: none"><li>• The Head Teacher</li><li>• Teaching Assistants/Key worker</li><li>• The SENCo</li><li>• The SEND Governor</li><li>• Outside agencies e.g. Speech and Language Therapist, Educational Psychologist, Physiotherapist.</li></ul>	
<b>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?</b>	
<p>The SENCo and previous members of staff working with the child share information about any SEND or EHC plans in place with relevant staff. Staff are regularly updated about any significant changes to provision through staff meetings and both formal and informal discussions. A child with an EHC Plan will also have an implementation plan to help support and explain their needs, interests and strengths.</p>	
<b>What expertise is available in the setting, school or college in relation to SEND? <i>(IRR)</i></b>	
<p>The school staff have a wide range of skills and expertise to support pupils with SEND. These include:</p> <ul style="list-style-type: none"><li>• A SENCo who has achieved the National SENCo Award.</li><li>• ADHD awareness training</li></ul>	





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### Working Together & Roles

- ELS Intervention training
- FFT Wave 3 training
- Autism training
- Autism in girls training
- Dyslexia training
- Positive Handling Strategies
- Speech and Language training
- Reception Literacy Intervention training
- Speech and Language in Foundation Stage training
- Management of Angry Children training
- Wave 3 and whiteboard training
- Wave 3 maths training
- Wave 3 literacy catch up training
- Nurture training
- Children with Behavioural, Emotional and Social Difficulties training
- Behaviour management training
- Building Self Esteem training
- Bereavement training
- Dyslexia awareness training
- EAL training
- Basic counselling
- Safeguarding
- Reading comprehension training
- Inference training
- Basic Makaton training
- Numicon training
- Catch Up Numeracy training
- Attachment Training



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<b>Working Together &amp; Roles</b>
<b>Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)</b>
Support and advice is sought and implemented from a variety of external agencies. These include: <ul style="list-style-type: none"> <li>• Speech and Language Therapist</li> <li>• Educational Psychologist</li> <li>• Cheshire East Autism Team</li> <li>• Occupational Therapist</li> <li>• Sensory Inclusion Service</li> <li>• School Nurse</li> <li>• Community Paediatrician.</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Social Care</li> </ul>
<b>Who would be my first point of contact if I want to discuss something?</b>
If you have any concerns your first point of contact should be your child's class teacher, followed by the school SENCo or Head Teacher.
<b>Who is the SEN Coordinator and how can I contact them? (IRR)</b>
The school SENCo is Miss Hayley Scott. You can contact her via the school office – 01270 685320 or via email - <a href="mailto:senco@rodeheath.cheshire.sch.uk">senco@rodeheath.cheshire.sch.uk</a>
<b>What roles do have your governors have? And what does the SEN governor do?</b>
The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND and there are regular discussions between the SEND governor and the school SENCo to ensure that all pupils are making progress. The SEND governor also discusses the use of funds and the provision that is available for SEND children. The SEND governor is Mrs Lisa Asprey.
<b>How will my child or young person be supported to have a voice in the setting, school or college? (IRR)</b>
Every effort is made to ensure that the thoughts, feelings and opinions of our pupils are included where possible. Children's opinions are always discussed/collated at a level which is accessible to them. For some children this may take the form of a discussion with a familiar adult, for others opinions may be expressed in writing. There is a school council, made up of pupils who meet to share the views of their peers.



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### Working Together & Roles

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

Parents are encouraged to have an active role in our school. Some parents volunteer to support us on trips or become a 'mystery reader' in their child's class. The Parents Association, who organise fundraising events on behalf of the school, are always keen to welcome new members. Parent governors sit on the governing board and play an active role in the development of the school. The school's website is regularly updated to inform parents of news and events taking place in school, and a newsletter is sent out monthly.

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

The school provides support for parents when required. If a parent wishes to discuss any worries with the SENCo or Head Teacher then an appointment can be made. The school will signpost organisations such as the Cheshire East Information Advice and Support (Parent Partnership) and have shared links to the Cheshire East Local Offer as an information point, for information and guidance. If any children are entitled to transport to and from school, we would liaise with parents, taxi drivers and the transport co-ordinator 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)*

As an inclusive school setting we seek to ensure that all pupils regardless of their needs are able to attend enrichment opportunities such as after school clubs or school trips. 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 or booking accessible accommodation for residential trips. We have a range of out of school clubs and activities which change from time to time, all of which are available to every pupil regardless of their needs. 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)

All areas can be accessed, however not all entrances/exits are wheelchair friendly.

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)

The schools practice and policy adheres to the Equality Act 2010.

Where translation is needed to support parents understanding of English, we will endeavour to support them through the use of translation services.



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<b>Transition</b>
<b>Who should I contact about my child/young person joining your setting, school or college? (IRR)</b>
<p>Our school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscribed criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable, to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.</p> <p>We follow the Cheshire East admissions policy. Please contact our Head Teacher via the school office (01270 685320) to make an appointment about your child joining our school.</p>
<b>How can parents arrange a visit to your setting, school or college? What is involved?</b>
<p>We offer a range of transition visits for new pupils entering our pre-school or reception class. Parents of pupils with SEND are encouraged to attend a meeting with the Head Teacher, school SENCo and a representative from a previous educational setting so that information which specifically relates to your child's requirements can be shared.</p>
<b>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)</b>
<p>We understand that transition can be a difficult time for children and their family.</p> <p>If your child is moving to a new school we will:</p> <ul style="list-style-type: none"><li>• Contact the new school's SENCo and share information about any special arrangements which have been put in place to support your child's learning and inclusion.</li><li>• Arrange additional transition visits or complete transition work where necessary.</li><li>• Transfer all records about your child as soon as possible.</li></ul> <p>If your child is joining our school we will:</p> <ul style="list-style-type: none"><li>• Liaise with the previous educational setting and arrange a visit where possible.</li><li>• Arrange an inclusion meeting with parents, key workers and the school SENCo to discuss the child's needs where necessary.</li><li>• Work in partnership with parents and any other agencies in order to provide an effective transition.</li><li>• Provide a meet the teacher session for parents and new starter transition visits for pupils.</li></ul>



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### Additional Information

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

Please look at Cheshire East's Local Offer for more information regarding the support services available to you and your family.

[www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

Cheshire East Information Advice and Support (previously Parent Partnership) also offer further support.

[http://www.cheshireeast.gov.uk/schools/parents/parent\\_partnership.aspx](http://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx)

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

This information was collated in September 2014 and updated in May 2019.

This information, along with associated policies and procedures, will be reviewed in May 2021.

#### 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 all parents to address any worries or concerns with the class teacher. If they are unable to help then the problem should be discussed with the SENCo or Head Teacher. In the majority of cases we find that by discussing concerns promptly we are able to find solutions to any problems. However, if a parent feels that their issue has not been dealt with we would advise that they seek advice from Cheshire East Information Advice and Support.

[http://www.cheshireeast.gov.uk/schools/parents/parent\\_partnership.aspx](http://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx)

Rode Heath Primary School's Complaints Policy can be found at:

<http://www.rodeheath.cheshire.sch.uk/page/policies-downloads/2938>