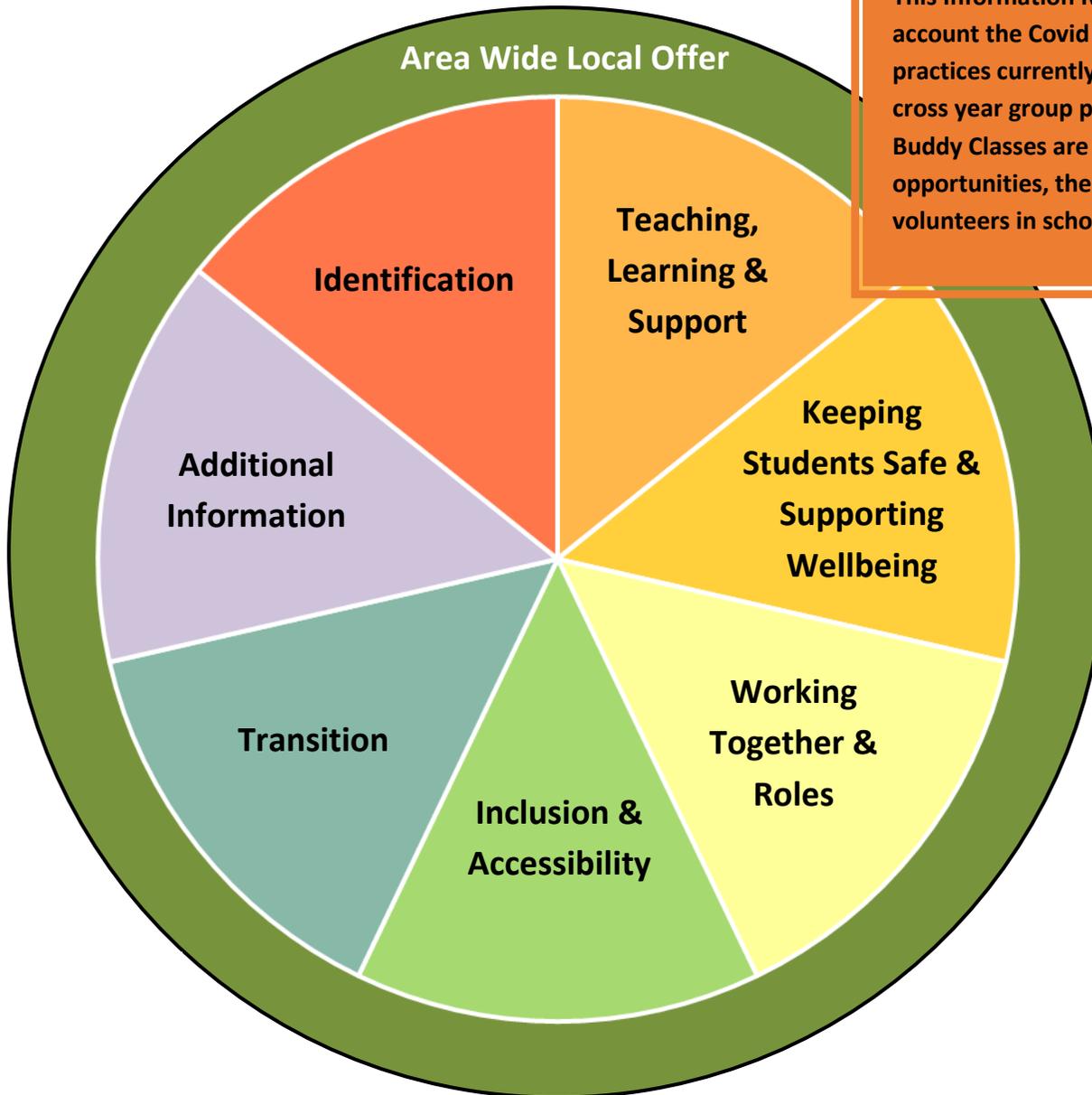


Buglawton Primary's Information Report for Special Educational Needs and/or Disability

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

This Information Report should be read taking into account the Covid 19 restrictions and adapted practices currently in place at school. For example, cross year group provision such as Play Leaders and Buddy Classes are not in place. Several nurture opportunities, the safeguarding council and volunteers in school have been put on hold.



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





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Name of Setting	Buglawton Primary School
Type of Setting <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 type="text"/>
Specific Age range	3 to 11 Years Old
Number of places	210
Which types of special educational need do you cater for? <i>(IRR)</i>	<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. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <input type="text"/> <input type="text"/>

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.



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 (Special Educational Needs and/ or Disability) are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil’s general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff receive a programme of training to support them in the identification of SEND. Early identification is paramount, and therefore staff working in school monitor the children’s progress carefully on a termly basis through regular pupil progress meeting which are led by the senior leadership team. A termly SEND staff meeting is held to ensure class teachers have the opportunity to discuss issues raised at the pupil progress meeting with the SEND Co (Special Educational Needs and/ or Disability Co-ordinator). Concerns are initially raised with the school SEND Co 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. Depending on the level of the child’s needs, the decision might be made to offer class based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class based support approaches, a package of interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SEND Co keeps registers of pupils requiring additional support to plan for provision across the school. Class teachers keep and update provision maps of additional support in order to, with the aide of the SEND Co, monitor the progress of these pupils.

What should I do if I think my child or young person needs extra help?

If you have concerns about any aspect of your child’s education the first port of call should be your child’s class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SEND Co. Alternatively the school SEND Co can be contacted directly, either at the end of the school day on Mondays, Wednesdays and Fridays, or via telephoning the school for an appointment.

Where can I find the setting/school’s SEND policy and other related documents? (IRR)

Please visit **www.buglawtonprimaryschool.org**. 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)

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer available at www.cheshireeast.gov.uk/localoffer

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff have regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

The school has a range of intervention programmes available to support children who require support which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support, such as Nessy, Numicon etc. Others are bespoke/personalised approaches based on best practice guidance, for example ACORN Group and nurturing, social skills groups.

For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Play Therapists and Educational Psychologists. In some cases these specialists might assess the child, work in school with the child or school staff might attend sessions out of school to discuss individual pupil needs.

Where additional levels of support are required, parents will be fully involved in the planning of support for their child through the First Concerns Profile or SEN Support Plan: whichever is most appropriate and will have the opportunity to discuss their child's progress at regular parent- teacher meetings. If an EHCP is in place, regular parent, teacher and SEND Co meetings will take place. In addition, a personalised provision map is created, which will outline and monitor the support available to each child. There is also the opportunity to contact the school SEND Co to discuss pupil's needs in more detail.

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

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. A multi-sensory approach is used consistently to ensure different learners are able to access the curriculum and are engaged. 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. Information about individual pupils with EHC (Education, Health and Care) plans is shared with all staff via a 1 page Pupil Profile held in the class SEND files. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. Likewise, teachers provide opportunities to deepen understanding and use of concepts in different situations for those children working above age related expectations. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched, as far as possible, to the strengths of the learners. All additional provision for pupils with SEND is overseen by the school SEND Co, and monitoring of these pupils' progress takes place at regular SEN meetings held between class teachers, senior leadership team and the SEND Co.



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Teaching, Learning and Support

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

In order to ensure that quality first teaching approaches are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. writing slopes, timers, sensory equipment etc. For those requiring provision additional to class based approaches, funding facilitates use of intervention programmes. In some cases it might also be used to provide additional human resource e.g. teaching assistants, therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHCPs). The SEND budget is the responsibility of the head teacher and school business manager. In conjunction with the SEND CO, regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost effectively.

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. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupils needs to meet those outcomes will be agreed. School staff are usually best placed to give advice on the nature of the support / provision needed, but sometimes the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required the school may seek the advice of external agencies to support the decision making process.

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

The school has a range of equipment and facilities (e.g. differentiated reading material, writing slopes, nurturing rooms etc.) to support pupils with SEND and the school SEND CO makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. large print books) the school SEND CO liaises with the relevant external advisory service (e.g. sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

How will you and I know how my child or young person is doing and how will you help me to support their learning? (IRR)

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, daily contact with families takes place, for example through informal conversation at the end of the school day or sometimes in home-school books. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings which are held in the Autumn and Spring terms and via the annual school report to parents which is sent home during the Summer term. For learners with SEND, First Concerns profiles (FC) or School Support Plans (S.S.P), whichever is deemed most appropriate to meet



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Teaching, Learning and Support

the child’s needs, are monitored by the class teacher and SEND Co and will be discussed with parents at termly SEND parent-teacher meetings. For those with EHC plans an annual review will also be held. Parents are welcome to seek additional appointments to discuss their child’s progress as required, and class teachers are usually available for informal discussions at the end of each school day.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are a 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/ scribed means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings.

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 SEND CO, along with the head teacher, other members of the leadership team and class teachers undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully through provision mapping, 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 at least annually and collated to inform decisions about future 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?

Pupil safety is paramount. Information about pupils with SEND is communicated to all school staff via 1 page pupil profiles, which outline any areas which could pose a risk to the pupil. Where risks are identified measures are taken to limit these, for example supervising a child more closely during the transition between class and parent/ carer at the end of the day or at play times. For some pupils an Action for Inclusion plan is undertaken prior to starting school, detailing any provision which is different from or additional to that received by the majority of children at these times, this is shared with parents, and reviewed regularly by the class teacher and SEND CO.

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

Pastoral

We recognise that all pupils can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE (Personal, Social and Health Education) and SMSC (Social, Moral, Spiritual and Cultural) embedded into our curriculum, 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



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Keeping Students Safe and Supporting Their Wellbeing

advice from outside agencies (e.g Educational Psychologist, counselling service) to ensure that the provision we offer in this regard is highly personalised and pertinent. We also have available a range of assessment tools to support us in tracking and monitoring pupil's self-esteem and confidence e.g. Boxall profile, PIVATS, Emotional Literacy Screening. Celebration assemblies put focus on academic achievement alongside Citizenship and personal achievements in other areas, such as music, drama and sports which may take place out of school.

Friendships

All children in school are supported to develop good relationships with their peers. For those pupils who find this most difficult there are opportunities where play skills can be actively taught or modelled by staff both during playtimes or as bespoke interventions. We also offer a range of personalised social skills activities, taught through nurturing groups. Our Year 5 class take on the role of Play leaders and provide opportunities for all children to join in and play together during break and lunchtimes. All our classes have a 'Buddy Class' and individuals from each class are partnered together. They enjoy special 'Buddy time' that is planned and also support each other at play times and lunch times as they see fit.

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. At Buglawton, bullying is defined as repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. Our process of identifying bullying is the following: the first instance of intentional harm will be deemed as an Accident, the second instance will be deemed as a Coincidence but further instances will be identified as Bullying (A-C-B). Class teachers, who know all their children well, are best placed to deal with any such incidents, supported by the senior Leadership team. Please find the **Anti-bullying policy** here.

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

Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the school office where medication is kept in a locked store. Medicine is then administered in the presence of 2 members of staff who sign to acknowledge correct administration. In some cases pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers). When this is applicable, a clearly identifiable safe place in the classroom is chosen, and the children can access their inhalers with supervision. Any children with medical conditions are listed, with a photograph of the child, on the medical register. All staff are aware of the register which is to be found in SEND Sharepoint. For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g.



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Keeping Students Safe and Supporting Their Wellbeing

offering alternative toilets, individual support or allowing pupils to use the toilet at quieter times of the school day. Please see our continence policy.
Several staff under take regular first aid training and all staff are trained, by the school nurse, in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seek out relevant training to address the specific needs of pupils.

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

Personal Social and Emotional wellbeing underpins our curriculum, and class teachers address this through regular sessions in class using the SEAL programme. 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 currently has access to a Counsellor and Play Therapist who might work individually with children or small groups. 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. The school also has staff qualified in the ACORN Programme that supports children who have witnessed domestic violence, an ELSA (Emotional Literacy Support Assistant) for bespoke emotional literacy support sessions, a trained Forest School Leader and runs nurturing groups that focus on emotional literacy, social skills and raising self-esteem.

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

The school has a clear positive behaviour policy (found here) which is implemented consistently. As a school we have a clear reward system that is followed by all staff and pupils. Where pupils are unable to follow this policy or require additional support with behaviour a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key “trigger points” during the day, for others this may involve a “time out” arrangement enabling pupils to find a designated safe space at times of stress. Individual behaviour plans may be drawn up in discussion with parents and the child, with targets and implementation of strategies to meet these targets are closely monitored. In extreme cases please refer to the school’s Safe Handling policy (found here); put in place to protect both the child and members of staff. All staff are responsible for guiding all pupils with regard to their behaviour and lead by example. Attendance of every child is monitored on a daily basis by the class teachers and the office staff. Lateness and absence are recorded using an electronic registering system. Class teachers and admin staff contact parents if an absence occurs without notification, before bringing it to the attention of the senior leader responsible for attendance. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

It is very rare that we would consider exclusion for any pupil. (Further information is in Appendix 6 of our behaviour policy.)



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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. Class teachers are responsible for providing quality first teaching; they are expected to plan and deliver appropriate, engaging 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). Class teachers, with the support of the SEND Co, run the First Concerns Profiles, SEND Support Plans and EHCP implementation Plans that require reviewing provision on a termly basis.

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

The head teacher oversees the running of the school, ensuring that all elements of a pupil’s education are in place. The school SEND CO has responsibility for co-ordinating the provision for pupils with SEND. She may work individually with pupils, or carry out assessments where required, will usually host formal meeting such as annual reviews and is able to make referrals to outside agencies. There are also a 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 an individual basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on an individual basis. Occasionally external agencies, or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent / carer.

How does the setting, school or college ensure that information about a child’s SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

We use a password protected integrated information management system for all electronic data in school which includes registration and assessment tools meaning that attendance and academic data is visible to all staff. Information about SEND needs of pupils are held electronically for password protected Staff access. These children also have a one page pupil profile to ensure all staff are aware of their needs and strengths. For other children who require any provision different from or additional to that received by the majority of pupils, class provision maps track and monitor this additional provision. These documents are password protected and held electronically for all staff to access.

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

We regularly invest time and money in training our staff to improve provision for all students, to develop enhanced skills and knowledge to deliver short term support interventions and individualised support and interventions. Our Special Educational Needs/Disability Co-ordinator (SENDCO) is a qualified and experienced teacher who 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.



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Keeping Students Safe and Supporting Their Wellbeing
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 and an Educational Psychologist. We work closely with social care teams, as well as with voluntary organisations such as Cheshire East Information, Advise and Support service (CEIAS). Some of our pupils access SALT, SWANs counselling and Play therapy on site. We organise multi-agency meetings to discuss pupil's needs, e.g. Early Help Assessment 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 SEND Co is also always available to support you in matters relating to SEND. Class teachers and the SEND Co are usually available at the end of the school day and are happy to make appointments if you require a longer discussion.
Who is the SEN Coordinator and how can I contact them? (IRR)
The school SEND Co is Mrs Murray who is usually available at the start or end of the school day on Mondays, Wednesdays and Fridays. Mrs Murray is happy to make appointments if you require a longer discussion. Please contact the school office.
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 regular meetings between the SEND governor and SEND Co 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)
Pupil's opinions are sought at a level which is accessible to the individual. There is a school council and a school safeguarding council, made up of pupils who meet regularly to share their views and those of their peers. Pupils with SEN are represented within this group. Each class has a worry box or other pictorial means, where children are able to bring any concerns they have to the attention of an adult in the class, 'worries' are dealt with swiftly and with the greatest of respect.
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?
Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. hearing readers, accompanying trips etc. There are opportunities to join the Parent Teacher Association who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are sent to all those eligible.



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Keeping Students Safe and Supporting Their Wellbeing

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

Our Head teacher, senior leadership team, including the SEND Co are proficient in knowing the necessary organisations that support and advise parents and are able to support with any forms and procedures that are needed to access support that is available for families. This may also include linking into support with travel plans when necessary. Cheshire East offer support to families through the Cheshire East Information, Advice and Support Service (CEIAS) A leaflet can be found on the SEND page of the school website.



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Inclusion & Accessibility

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

All children are included in all parts of the school curriculum and 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. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details

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 monitor the languages spoken by families in our settings and 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)

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. (found here)

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

We welcome visits to school at any time although these need to be arranged with school prior to the visit. Following an initial meeting with the Head teacher, the Head boy and Head girl with a member of staff or the Deputy Head teacher will take you on a guided tour of the school. A second meeting with the head teacher provides time to ask questions and reflect on provision available to your child. If you would like the SEND Co to be present at this meeting, please ask when booking the visit.

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 to visit for an informal tour of the school. 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 can be personalised to meet the needs of the pupil but generally includes visits to the setting. If joining our Reception class, visits by school staff to the pupil’s home and current setting are also arranged with a transition pack containing photos and prospectus 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.

We work closely with families at this time to ensure consistency of information. We have good links with our local high schools and work closely with the staff from those settings.

The school SEND Co or the head teacher in school can provide details of further support for families.

The Cheshire East Information, Advice and Support Service (CEIAS) can be accessed by following this link

<http://ceias.cheshireeast.gov.uk/how-can-an-ips-help.aspx>



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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 Inclusion Service for children with visual or hearing needs
- 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

- CEIAS Service (to support families through the SEN processes and procedures).
- National Autistic Society
- MENCAP
- Visyon – Congleton **visyon.org.uk**
- Ruby’s Fund – Congleton **rubysfund.co.uk**

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. Next review Sept 22.

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

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 Special Educational Needs/Disability Coordinator (SENDCo).
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. The school's SEND Governor can also be contacted.
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 CEIAS.
However if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England.

*Reviewed June 21.
Next Review July 22.*