

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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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 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 S <div style="border: 1px solid #ccc; width: 200px; height: 20px; margin-left: 500px;"></div>
Specific Age range	5-11
Number of places	105
Which types of special educational need do you cater for? (IRR)	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>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.</p> <input checked="" type="checkbox"/> </div> <div style="width: 45%;"> <p><input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in</p> <div style="border: 1px solid #ccc; width: 100%; height: 150px; margin-top: 10px;"></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.



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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 school. Initial identification may typically come from school staff working directly with the child or from concerns brought by parents or carers. These concerns might be based on a pupil's 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 regular programme of training to support them in the identification of SEND. Early identification is paramount, therefore staff working in school monitor children's progress every half term through pupil progress meetings which are led by the head teacher.

Following identification, concerns are brought to the attention of the school SENCO who discussed them with school staff working with the pupil, the pupil's family and the pupil themselves, if appropriate. 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 additional support within the classroom. 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 out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

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 you should contact your child's class teacher in the first instance. Class teachers are 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 SENCO.

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 pupils with SEND in accordance with the Cheshire East Area Wide Offer.

Children are supported in school through:

Quality First Teaching

In every class, the lessons are taught with each child's needs in mind. Activities are differentiated in order that all children are appropriately challenged but are able to participate at their level. In order to support children with SEND class based approaches may include:

- alternative forms of recording work e.g. using a laptop/talk tins/ipads.
- visual prompts e.g. word banks, alphabet strips, 100 squares, number lines.
- specialised equipment (e.g. writing slope)
- small group or individual teaching
- peer support e.g. Kagan buddies
- extended time for writing/reading/maths tasks

Interventions

If a child needs a higher level of support that cannot be accommodated within Quality First Teaching, small group or individual interventions may be offered. For example:

- Boosting Reading @ Primary (BRP)
- Motor Skills Unite
- Personalised targeted reading
- Same day intervention for maths
- Targeted short term writing intervention
- Inference Training
- Cool Connections (Emotionally Healthy Schools)
- The Resilient Classroom (Emotionally Healthy Schools)
- Read Write A-Z

For children with more complex needs, a more personalised programme may be appropriate. This could include group or individual interventions on an academic or social level.



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Teaching, Learning and Support

Outside Agencies

For those with significant or complex needs, the school seeks the advice of specialists:

- Educational Psychologist
- Speech and Language Therapist
- Child and Adolescent Mental Health Team
- Occupational Therapist
- Cheshire East Autism Team

Where additional levels of support are required, a personalised support plan is created, which will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent/teacher meetings. There is also an opportunity to contact the school SENCo via email or in person to discuss pupil needs in more detail.

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

All class teacher stake responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND class teachers will be aware of the pupil's strengths and weaknesses, through their School Support Plans (SSPs) and will make every effort to accommodate these, for example:

- provide a personalised spelling lists
- topic word mats
- times tables grids
- practical apparatus
- visual timetables
- visual supports

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 revisiting objectives that area covered in previous year groups. 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.



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Teaching, Learning and Support

For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with special staff in and outside the school. For example, the SENCo or an external agency.

All additional provision for pupils with SEND is overseen by the school SENCo and monitoring of these pupil's progress takes place at regular SEN meetings held between the class teacher and the SENCo.

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

Within the classroom, a proportion of the SEND budget is used to support Quality First Teaching approaches, for example:

- additional ICT resources
- writing slopes
- alternative seating
- alternative writing equipment
- practical apparatus

The SEND budget is the responsibility of the Head teacher and the SENCo and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and efficiently. Funding is matched to the provision required to enable pupils to achieve specific outcomes outlined in the School Support Plans (SSPs).

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 pupil needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature on the support or provision needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved 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.

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

There is a range of equipment and facilities in school to support pupils with SEND and the school SENCo will make decisions about the allocation of these resources based on the needs of the pupils.



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Teaching, Learning and Support

Additional resources are procured by the school as and when required, including, if necessary, seeking advice from external agencies if specialist equipment is needed. Parents will be included where possible in these decisions.

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 the families takes place, for example through informal conversation at the end of the school day or through the home/school planners.

Formal monitoring takes place termly in the form of a pupil progress meeting held between the class teacher and Head teacher. Information about pupil progress is shared with parents at parent-teacher meetings and via the annual school report, which is sent home during the summer term.

For learners with SEND, their School Support Plans (SSPs) will be discussed with parents at parent-teacher meetings, and for those with EHCPs an annual review will be held and an interim review where necessary.

Parents are welcome to seek additional appointments to discuss their child's progress with teachers or the SENCo. Class teachers are usually available for informal discussions at the end of the school day, alternatively, please contact the school office to arrange an appointment on 01625 861384.

The school also offers a range of parent support sessions throughout the year, some of which are in collaboration with other schools.

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 opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupils opinion are sought at a level that is accessible to the individual, this may take the form of discussions with familiar adults or written or pictorial representations. This adult may act as an advocate at any meetings.

We recognise that there is sometimes a need to protect pupils self-esteem, and that it may not always be appropriate to highlight to the pupil the range of difficulties, in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*



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Teaching, Learning and Support

The school SENCo, along with the Head teacher and other members of the Leadership Team undertake regular monitoring of pupil progress and the effectiveness of provision. The school works closely with a cluster of schools which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring.

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.

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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 via Pupil Learning 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 care-giver at the end of the day. Where necessary alternative arrangements for the 'risky'; times of the day are made, for example, a quiet area can be provided or adult support.

Risk assessments are conducted for school trips and, in some cases, are provided for in school.

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

Pastoral

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching we offer a range of interventions, both commercially published and bespoke to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex and therefore we seek to ensure that the provision we offer in this regard is highly personalised and is generated through discussion pupils and their families.

Friendships

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff e.g. social skills groups.



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Keeping Students Safe and Supporting Their Wellbeing

Bullying

The school has a clear policy regarding 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 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. We have a clear Medicine Policy ([click here](#)) which also contains the parental consent form for the application of medication. 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 box. Medicine is then usually administered in the presence of two members of staff who sign to acknowledge correct administration. In some cases, pupils' medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epipens and epilepsy rescue medication). Where this is applicable a clearly identifiable safe place in the classroom is chosen and the location of the medicine is detailed on the pupil's Health Care Plan.

Sharing of Medical Information

Information is shared and regularly updated with all staff. 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 case of emergency.

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.

Privacy and Dignity

For most pupils medical care might take place within the daily routine of the classroom with close adult supervision to ensure the safety and dignity of all pupils. For pupils with more complex medical needs, it might be appropriate for medical care to take place in private, e.g. toileting, injections and applications of creams.

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



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Keeping Students Safe and Supporting Their Wellbeing

inhalers. Where necessary the school seeks out relevant training to address the specific needs of pupils. In 2019 key staff had Positive Handling training to learn how to positive handle children who are a health and safety risk to themselves or others.

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

Personal, social and emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive and personal relationships can flourish and seek to support children in managing their emotions and relationships on a day to day basis. For those that require further support, advice and assistance may be sought from the Early Help Team.

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 can be used to support them in adhering to the school rules. Our focus is on proactively avoiding behaviours, de-escalating emotional incidents and supporting pupils in managing their own behaviour. We work flexibly in response to pupil behaviour and aim to find creative strategies to support pupils in managing their own behaviour.

Exclusion

It is very rare that we would consider exclusion for any pupil. Procedures for exclusion are documented in our Exclusions and Behaviour Policies.

Attendance

We take steps to maintain and celebrate our good attendance in assemblies through rewards.



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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 pupils' 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 expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used effectively (e.g. additional adults, physical prompts, interventions).

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

The Head teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place.

The school SENCo has responsibility for co-ordinating the provision for pupils with SEND. She may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews.

In addition to the class teacher pupils might come into contact with the school nurse.

There are also some support staff (teaching assistants) working in school. Many of these are highly skilled and experienced. Some of these staff run intervention programs under the guidance of the teaching staff, others work in classrooms supporting pupils in small groups or on a one to one basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a one to one basis.

Occasionally, external agencies or specialists may 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?

All class teachers and support staff are given copies of the EHCP or the Personal Learning Profiles and there are regular opportunities to discuss the content of these at staff meetings.

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. 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.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*



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Working Together & Roles

The school works with a wide range of services including health professionals:

- Child and Adolescent Mental Health Team
- Occupational Therapist
- Cheshire East Autism Team
- Educational Psychologist
- Speech and Language Therapist

The school also liaises closely with social care teams, as well as with voluntary organisations such as Parent Partnership and Space4Autism.

On some occasions it may be appropriate to organise and lead multi-agency meetings to discuss a pupil's needs (e.g. Early Help Assessment) and aim to ensure good communication with these groups in order to meet the needs of these pupils and their families.

Who would be my first point of contact if I want to discuss something?

Your first point of contact should be your child's class teacher. The school SENCo is also always available to support you in matters relating to SEND.

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

The School SENCo is Mrs Ellis-Stansfield. She can be contacted through the school office on 01625 861384.

What roles do have your governors have? And what does the SEN governor do?

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND and regular meetings take place between the SEND governor and the SENCo take place to ensure that 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 opinion, thoughts and feelings of our pupils are an integral part of plans made about their education. Pupils opinion are sought at a level that is accessible to the individual, this may take the form of discussions with familiar adults or written or pictorial representations. This adult may act as an advocate at any meetings.

We recognise that there is sometimes a need to protect pupils self-esteem, and that it may not always be appropriate to highlight to the pupil the range of difficulties, in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.



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Working Together & Roles

There is a School Leadership Team, made up of pupils who meet regularly, to share the views of their peers. Pupils with SEND are represented in this group.

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

Parents are actively 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 Teachers Association (PTA) who organise events and fundraise on behalf of the school. Parent governors sit on the Local Academy Committee and when their term of office expires, details of how to stand are advertised. Details of the Local Academy Committee can be found on the school website.

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 SENCo can provide support to parents as required. This might be completing forms for parents, or sign posting them to agencies who may be able to help them further. Information about parent support groups can be provided.



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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. We have a range of out of school clubs and activities, detailed on our website (click [here](#)), all of which are available to every pupil regardless of need.

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)

N/A

The school Disability Provision includes the Accessibility Plan and can be found on the school website. Pupils with SEND are supported to access the facilities available in school. Where required, the school seeks to make reasonable adjustments to the learning environment.

We aim to personalise communication to suit families. For those who find it difficult to access written documents, we will communicate in person by phone or by email.



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Transition

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

For information about admission to Peover Superior, please contact the school office either by email (admin@peoversuperior.cheshire.sch.uk) or phone 01625 861384

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

We encourage parents of children with SEND to arrange a visit to Peover Superior. This can be arranged by contacting the school office on 01625 861384.

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

Parents of children with SEND are encouraged to visit the school to discuss their child's needs. It may be that it is appropriate to complete an Action for Inclusion Plan through a more formal meeting, which will enable both the family and professionals from any involved agency (including a representative from the child's previous setting) to share information. From this meeting, provision can be determined, including support and necessary equipment to be obtained and put in place before the arrival of the child, where possible. This action plan will be reviewed shortly after admission to ensure that the child's needs are being met.

Days in school are offered towards the end of the Summer Term to assist with settling all children into new routines. Transitions can be managed in a more personalised manner to accommodate the needs of children with SEND.

Transition to new Setting

Wherever possible we will assist our pupils in transitioning to new settings in a way that suits their individual needs. This may include more frequent visits to the new setting and meeting with adults that work there. It may include taking photographs to help develop new routines or creating a transition book to prepare that child for forthcoming changes. We work closely with families to ensure that transition is approached in the most beneficial way for each individual. We have open links with all local high schools and work closely with their SEND team to ensure they have a full understanding of each child prior to the move.



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Additional Information

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

For information about entry please email the school office (admin@peoversuperior.cheshire.sch.uk) who will discuss the entry process with you. The school SENCo (Mrs Ellis-Stansfield) can provide details for further support for parents. She can be contacted via the school office.

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

Updated Autumn 2019.
To be reviewed Autumn 2020.

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

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

We encourage parents to raise any concerns or worries initially with the class teacher. If further support or assistance is needed, it is possible to contact the Headteacher or the SENCo. We are confident that we can resolve most concerns, however, if you remain concerned, our complaints procedure can be found here on the school website.