

Alderley Edge CP School - Our Local Offer for Special Educational Needs and/or Disability



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



Alderley Edge CP School - Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Alderley Edge CP 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 type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
Specific Age range	5 - 11
Number of places	Published Admission Number – 30 per year to maximum of 210
Which types of special educational need do you cater for?	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <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: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; width: 100%; 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).



AECP School - Our Local Offer for Special Educational Needs and/or Disability



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?

As children can present with a variety of SEN, all aspects of the child's wellbeing are considered at every step of their development. Children exhibiting signs of SEN are identified as early as possible within our school through a variety and combination of sources; these include parental concerns, and observations by the teachers or teaching assistants. Initial concerns are addressed by an informal meeting with parents/carers and the Class Teacher. The SENCO may be requested to attend if this is deemed necessary. All staff are regularly updated via meetings and literature as to the signs of children requiring extra support. After the initial meeting with the class teacher, the SENCO will be informed and further discussions will then take place as to what support/intervention may be effective to meet the child's needs; this sometimes requires the involvement of outside agencies. Early intervention is at the heart of our philosophy and depending on the child's level of entry (age/ability etc.) will determine on the appropriate course of action.

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

We have an open door communication policy and parents are encouraged to communicate directly with the Class Teacher regarding any concerns they may have. Alternatively, an appointment can be made via the school office to meet the appropriate person (eg class teacher, SENCo, etc).

Where can I find the setting/school's SEND policy and other related documents?

These can be found via the link from our **school website** - www.aecps.org



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Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer (available from 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 are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

The school has a wide 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 the Read Write Inc. programme, etc. Others are bespoke/personalised approaches based on best practice guidance.

For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Physio therapists and Occupational Therapists. In some cases these specialists might work in school with the child, or school staff might attend therapy sessions out of school with the pupil.

Where additional high levels of support are required, a student focus support plan is created, which will outline the provision available to each child and will be available to parents. In addition, parents will be involved in the planning of support for their child and will have the opportunity to discuss their child's progress

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

Our school has the Dyslexia Friendly Award and the Inclusion Quality Mark so our classroom environments meet the criteria for inclusive learning styles. All Staff regularly take part in training to update their skills and classroom practice and strategies to aid learners.

We are also registered as a Disability Confident school.

Quality first teaching is embedded within our school ethos and within this the class teacher employs different strategies to ensure that all learning styles are catered for.



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Teaching, Learning and Support

All Staff have had training into recognising and teaching children who are experiencing mental health difficulties. We have a designated mental health first aider on staff who is available to support children as necessary. We also have a designated “chill out zone” which is available for children who need time to deal with challenging emotions.

Year on year transition meetings take place between class teachers to discuss individual requirements for accessing the curriculum. The SENCO can be included to discuss adaptations to classroom environments etc. Data and a results tracking system enables the Assessment Manager to highlight quickly children who are off target and need support/intervention programmes.

Planning is adapted within all subjects to cater for all learners’ needs; a small guided group, either in class or withdrawn, can be used to aid children with specific skills. The effectiveness of these is evaluated on a weekly basis.

Children are offered different ways to access and record aspects of the curriculum, for example to aid in speed of recording alternative methods such as mindmaps or word processing may be used, typically we have the use of laptops or ipads using speech to text functions.

As the needs of our children are constantly changing, we endeavour to develop our approaches to delivering relevant and specific learning opportunities. To this end we have developed a mental health and wellbeing hub, a lunch time relaxation station and a sensory base will be the next phase in this process.

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, which are the first wave of provision for learners with SEND, 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. additional computers, writing slopes, alternative seating etc. In some cases it might also be used to provide additional human resource e.g. teaching assistants. 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 EHC Plans).

The SEND budget is the responsibility of the head teacher and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.



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Teaching, Learning and Support

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?

Each class teacher is responsible for the learning and progress of the children in their class. Regular monitoring in the form of weekly assessments, and termly data recording are completed. From these it can be ascertained who needs what provision and in what form e.g. Specific phonics catch up as part of a group. The decisions will be made with the class teacher, Assessment Manager and Senior Management Team if appropriate.

Children requiring further support which cannot be met within the school budget alone will be entered for the EHCP assessment process.

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

School is well resourced to facilitate general children's specific equipment needs. Environmental audits are carried out termly to ensure correct equipment etc. is in place. Where additional resources are required, as advised by outside agencies, provision will be made to secure the items.

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

Each half term parents are invited to a book viewing evening where individual progress can be briefly discussed and further meetings arranged if necessary. Three times a year Parents' Evenings are held to discuss individual progress, and once yearly a written report is produced, where results are shared. These are standard procedures for all children and additional consultations are available as necessary for children with SEN.

For our children with an EHCP, bespoke planners are sent every half term to share what the children will be learning, specific to their needs.

Adapted homework is set on a weekly basis and a communication is made via the school TEAMS account. For younger children, reading diaries and home school books are a direct link to home. Information/training evenings are held in specific subject areas for all parents to attend.

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

Children are closely involved in their own progress on a lesson by lesson basis. For each lesson the children are given a WALT (We Are Learning To) so they are aware of their learning objectives, they are invited to review their learning through the use of WILF (What I'm Looking For) at the end of the lesson – What have I



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Teaching, Learning and Support

learned? The work is also marked in a child friendly manner to ensure the children have positive feedback and development points. For children who have difficulty reading these, a buddy or the teacher may read these to the child. For the older children, records of achievement are kept in books as an ongoing record of progress and next steps.

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?

The school's SENCO, along with the head teacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. We use a password protected integrated information management system for all electronic data in school which highlights pupils' SEND and medical needs to all staff who log into the system.

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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?

Where necessary, allocated staff will ensure safe transition of children with SEND between sessions and locations. Designated staff will be on duty to ensure safety during unstructured times. Where necessary Learning Support Assistants/teachers will liaise with parents at the beginning and end of the day. A dialogue can take place with Mid-Day Assistants if particular needs arise.

At weekly staff meetings individual SEN needs are highlighted and plans put in place.

Specific risk assessments are carried out for SEN children; the school also makes use of dynamic risk assessments should conditions change.

An environmental audit is carried out at least annually to ensure the safety of surfaces and high visibility of edges and corners.

We have invested in the My Happy Mind wellbeing programme for all our learners, with a link for parental use outside of school too.



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Keeping Students Safe and Supporting Their Wellbeing

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 PSHCE/SEAL teaching we offer a range of interventions to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families.

We foster an environment of positive mental health (reference school policy) and each class has specific activities relating to promoting mental wellbeing. This is carried out using, amongst other things, My Happy Mind.

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.

PEER / SIBLING SUPPORT

We operate a peer support system in school in the form of Playground Pals. These children are easily distinguishable by their green hats and have the remit of looking out for children who need help to join in and encouraging them to join in games.

BULLYING

The school holds a clear position on bullying and it is not tolerated in any form. All pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying.

Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all of the pupils involved. This is known as the No Blame Approach.

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



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Keeping Students Safe and Supporting Their Wellbeing

ADMINISTRATION OF MEDICATION

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the school office where medication is kept in a secure location. Medicine is then usually administered in the presence of a member of staff.

In some cases pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, etc.). When this is applicable, a clearly identifiable safe place in the classroom is chosen.

TOILETING

Staff in school are experienced in supporting pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting, for example, pupils usually stand whilst changing nappies, and are encouraged to take as active a role as they can, and pupils who are developing verbal skills are provided with a range of tools to help them communicate toilet needs.

For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil's toileting needs.

PRIVACY AND DIGNITY

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections, etc.), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g. administration of Piriton etc.). Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils.

SHARING OF MEDICAL INFORMATION

We use a password protected integrated information management system for all electronic data in school which highlights pupils' SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. Where emergency medication is needed, this is kept by the relevant Staff member who is working with the appropriate child, so it can be administered directly should the need arise.



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Keeping Students Safe and Supporting Their Wellbeing

MEDICAL APPOINTMENTS

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional “catch up work” for completion at home; at other times it is possible to arrange for appointments to coincide with subjects in which the pupil is stronger. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

TRAINING

Staff undertake regular first aid training and are trained annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seeks out relevant training to address the specific needs of pupils. Safe handling training is accessed when necessary.

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

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. 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.

School also works closely with the Child In Need agencies to support children as needed.

AECPS have become involved with Cheshire East Young Carers who offer support and activities for children who are deemed to be young carers. School have a policy to ensure that these children are recognised and supported where possible. See specific policy for details.

We foster an environment of positive mental health (reference school policy) and each class has specific activities relating to promoting mental wellbeing. Wellbeing Wallets are available in each learning base and a specific Chill Out Zone has been allocated and resourced in school.

We have created a chill out zone where children can access a peaceful environment. This is resourced with practical strategies and reading materials to support children to come to terms and manage their emotions. We also have plans in place to provide a relaxation station for lunch times where we recognise that the playground is not always the right place for all children.



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Keeping Students Safe and Supporting Their Wellbeing

All Staff are trained to recognise and support children who experience distress and this area is given priority within our general curriculum. As an additional measure, we have a trained mental health first aider who is available to support children as necessary.

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

BEHAVIOUR

The school has a clear behaviour policy (see **School website**) which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. 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. A key focus of the school in supporting pupils whose behaviour challenges is to firstly understand this behaviour.

We use a positive behaviour management system of reward and consequence, reinforcing the positives. School rules are clear and consistent are the reward systems and sanctions. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour. In certain circumstances, Individual behaviour plans are devised to scaffold supports and reinforce positive behaviours. These set short term targets and goals, always accentuating the positive.

EXCLUSION

It is very rare that we would consider exclusion for any pupil. A copy of the school’s exclusion policy can be found via the school website.



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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 plan, deliver and assess appropriate learning opportunities for pupils, and ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, and 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. The SENCO will liaise with staff to ensure appropriate provision is in place.

There are also a large number of support staff (teaching assistants) working in school. These are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis

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?

The SENCO is responsible for ensuring that all documentation relating to a child with SEN is kept centrally on the School's SIMS system. When children are transitioned between classes the relevant adults are consulted to ensure everyone understands the child's needs.

What expertise is available in the setting, school or college in relation to SEND?

All school staff have a good awareness of SEND through regular staff meetings etc. Regular meetings are held to enable staff to work with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes.



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Working Together & Roles

The SENCO is a specialist member of staff who has worked in the field of SEN for many years and regularly attends updates and training events, also working closely with the Wilmslow SENCO cluster group.

All Staff have undergone training on dyslexic strategies, sign language, downs syndrome awareness, attachment disorders and autistic spectrum difficulties, mental health and wellbeing training.

We have specialist Learning Support Assistants for Sensory OT, ASC, Cerebral Palsy and Dyslexia.

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

The school works closely with outside agencies involved in the support of SEN children. We have close links with health professionals, for example, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Occupational Therapy. Some of our pupils access Speech and Language Therapy, Occupational Therapy on site.

We regularly organise multi-agency meetings to discuss pupil's needs (e.g. EHA) and aim to ensure good communication with these groups in order to meet the need of pupils and their families.

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

Your first point of contact should be your child's class teacher. The school SENCO is also always available to support you in matters relating to SEND. Contact details can be found on the school website (<http://www.aecps.org>).

Who is the SEN Coordinator and how can I contact them?

The school SENCO is Miss Melanie Rose, senco@aecps.org

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



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Working Together & Roles

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 SENCO take place to ensure that all pupils including those who are looked after make progress. The SENCO meets termly with the link governor to give updates.

How will my child or young person be supported to have a voice in the setting, school or college?

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupils' opinions are sought at a level which is accessible to the individual. There is a school council, made up of pupils who meet regularly to share the views of their peers. Pupils with SEN are represented within this group.

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

Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. hearing readers, accompanying trips etc. There are opportunities to join the PTA who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.

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

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENCO, provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter, website and email.



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Inclusion & Accessibility

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

As an inclusive school setting we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential trips etc.

We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need. For those pupils whose very high levels of need mean that the standard out of school activities on offer are inappropriate, we seek to liaise with families about suitable alternatives (for example a day trip in place of an overnight residential).

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Much of the building dates from 1854 and, as a listed building, means that the school is not fully accessible for wheelchair users.

Are disabled changing and toilet facilities available?

Details (if required)

Yes – on both sites.

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

Details (if required)

At the front of school and also in the staff car park at the back of school.

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

Details (if required)

n/a



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Inclusion & Accessibility

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our accessibility policy can be found the school website. Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing additional adult support for sports sessions etc. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments. Our school offers the flexibility of several learning bases, where, if necessary, individuals/small groups can work in distraction free environments.

We aim to personalise communication to suit families. For those who find it difficult to access written documents we can communicate in person, by phone, by email or text. Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings / communications, and would discuss with those families their preferred means of communication.



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Transition

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

For information about entry please email the main school office (admin@aecps.org) who will discuss the entry process with you. Further information about admission to school can be located on the school website.

The 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 oversubscription 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.

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

Appointments can be offered to parents/carers to meet the head teacher and have a tour of the school. Parents/carers just need to contact the school via email or by telephone so that a suitable time can be arranged.

Before starting school, we offer a range of transition visits for new reception pupils; however we encourage the families of pupils with SEND to arrange a separate visit with the school SENCO/Headteacher so that information which specifically relates to your child’s requirements can be shared.

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)

ENTRY

Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the school SENCO/Headteacher.

For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need, if it is agreed at this point that the school is able to meet the pupil’s needs, a multi-agency Action for Inclusion meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to entry or shortly after.



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Transition

Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's current setting, a transition pack containing photos etc.

TRANSITION TO NEW SETTINGS

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting; for others this might be working through materials which address key aspects of the new setting. 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. We also have close links with many of the local specialist settings and can advise parents and families when making decision about secondary provision.



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Additional Information

What other support services are there who might help me and my family?

Parent partnership, now known as CEIASS, can be accessed at <http://www.ceias.cheshireeast.gov.uk/home.aspx>

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

It was updated in September 2023 and will be reviewed again no later than October 2024

Where can I find the Cheshire East Local Offer?

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?

As a school we encourage parents to address any worries or concerns promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENCO or the Head teacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems.

However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found via the **school website**.

Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil's SEND can be found within the Cheshire East Local Offer (see above).