

*Cheadle Primary School*  
*Special Educational Needs*  
*School Offer*

The School Offer for Special Educational Needs is to be read as part of the Local Offer of Stockport Schools.

## Cheadle Primary School

### School Offer for Special Educational Needs

#### **How does the school know when a child needs extra help?**

At Cheadle Primary School, children are identified as having SEN through a range of monitoring strategies, including the following:

- Admissions information provided by previous schools and settings.
- Baseline assessment on entry to the school.
- On-going marking and assessment by teachers.
- Professional dialogue between staff and parents/carers.
- Liaison with external agencies.

#### **How can parents and carers share information with the school about their child's needs?**

- Talk to us if you think you have further information for us about your child.
- Firstly, talk to one of your child's teachers.
- You can ask to speak to the Inclusion Leader, Miss King.
- You can ask to speak to one of the Headteachers.

We are a 'Listening School.' We build positive relationships with parents and carers. We are open and honest with parents and carers and encourage them to be so with us.

#### **How does the school support a child with SEN?**

- We identify the support your child needs from combining a range of information from professionals and parents and carers.
- Our Inclusion Leader oversees all support and monitors the progress of any child requiring additional support.
- Teachers are responsible for planning appropriate work to support your child's progress and for monitoring it.
- Your child's teachers will meet with you at our Parents' Meetings in the Autumn and Spring Terms.
- We send home written reports at the end of the Spring Term.
- By appointment, the Inclusion Leader can be available to discuss matters with you in more detail. Our Inclusion Leader also teaches so an appointment is advised.
- Teachers are available to meet with parents and carers at a mutually convenient time at any point during the year.

#### **How are the governors involved and what is their responsibility?**

- The Inclusion Leader reports at least annually to governors to inform them about the progress of and provision for children with SEN. This report does not refer to individual children and confidentiality will be maintained at all time.
- One of our governors is responsible for SEN and meets regularly with the Inclusion Leader.
- The Headteacher and governors agree priorities for SEN funding, with the aim that children receive appropriate support and make progress.

### **How will the curriculum be matched to children's needs?**

- Staff plan personalised and differentiated work at an appropriate level so that all children are able to access learning according to their specific needs. This means that different levels of work will be set for a group of children or work may be individually differentiated.
- We promote inclusion within the classroom and minimise the need for a child to be withdrawn from their peer group.

### **How can parents and carers work with the school to support children's learning?**

- We aim to share with you the strategies which help us to work in partnership with you.
- We are happy for you to make an appointment to meet with your child's teachers or the Inclusion Leader to discuss your child's progress.
- We can offer advice and practical ways that you can help your child at home.
- We can listen to how you support your child at home and take account of this information.
- We aim to communicate regularly with you, especially if your child has complex needs.
- If your child is on our SEN register, they will have an Individual Education Plan. This is a short document in which your child is able to express the strategies that enable them to learn. This will be shared with you and we welcome your input.
- If your child has a higher level of need, they may have an Education and Health Care Plan. In such cases, you will be invited to a formal review meeting at which we will discuss the plan and your child's progress with you. Minutes of these meetings will be shared with you.

### **How does the school know how well your child is making progress?**

- We measure your child's progress in learning against national benchmarks and end of year expectations as outlined in the national curriculum.
- We track your child's progress to measure if they are progressing at a good rate term on term and year on year, using a range of formal and ongoing assessments and points score progress.
- Teachers continually assesses your child and note areas where they are improving and where further strategies are needed.
- Staff monitor tracking closely to identify individuals who are not making expected progress. This informs decisions around provision.

### **What support will there be for your child's overall wellbeing?**

- We are an inclusive school. We welcome and celebrate diversity. Cheadle Primary has an excellent reputation for promoting the spiritual, moral, social and cultural education of our children.
- We believe that children should develop a healthy self image.
- We are a caring, understanding team who take the welfare of our children very seriously.
- Your child's teachers have overall responsibility for the pastoral, medical and social care of every child in their registration or teaching groups.
- Where necessary, your child's teacher will liaise with the Inclusion Leader for further guidance and support and with parents or carer as appropriate.
- We may work alongside outside agencies such as Health and Social Services, or the Behaviour Support Service.

### **How does the school manage the administering of medicines?**

- The school's 'Medicines in Schools' Policy is in line with guidance from the Local Authority and can be found on our website.
- Staff have regular training and updates relating to specific conditions and medication so that they are able to manage medical situations that may arise. For example, our staff are trained to respond to conditions such as asthma and diabetes.

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

- We have a positive approach to behaviour management and a consistent system of rewards and sanctions. This is understood by children and staff and followed consistently.
- If a child needs support with behavioural difficulties, strategies are identified in consultation with professionals, parents and carers and pupils and are outlined in the child's Individual Behaviour Plan.
- Our exclusion rate is exceptionally low. It is reported to governors termly.
- Behaviour that is of a high level of concern is referred, in rare circumstances, directly to the headteacher.
- Our staff work closely with the Education Welfare Officer to monitor lateness and attendance.
- The school has a structured system for following up concerns around attendance and lateness and aims to work in a supportive way to overcome barriers to full attendance.
- Our attendance figures have increased over the last three years as a result. Children receive stickers for 'in school and on time' each week in assembly and certificates for 100% and excellent attendance each term and over the year.
- We believe that attendance is important to a child's progress. Children who attend punctually and fully, feel more included and secure.

### **How will your child be able to contribute their views?**

- Cheadle Primary school promotes Pupil Voice.
- The school council meets regularly.
- We are a listening school and we are a telling School – we encourage all children to tell us about their concerns and worries and to let us know if we can help them in any way.
- Teachers discuss targets and provide feedback to individual children.
- We use Pupil Voice for focus groups in specific areas, for example, lunchtime questionnaires.

### **Is there a range of services that the school can liaise with?**

- At Cheadle Primary School we believe that services should work positively together, sharing information and forming a consistent approach to supporting children.
- We have positive relationships with many agencies, including; GPs, School Nurse, Educational and Clinical Psychologists, Paediatricians, Speech and Language Therapists, Social Services, Behaviour Support Services, Primary Jigsaw.

### **How will your child be included in activities outside of the classroom?**

- At Cheadle Primary School we believe that all children should be included in all parts of the school curriculum.
- We aim for all children to be included on educational visits and will endeavour to provide the necessary support to enable this to happen.
- A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety needs are accounted for.

### **How accessible is the school environment?**

- At Cheadle Primary School, we regularly update our Disability Access Plan. From this we devise an action plan to address any suggestions for improvement.
- We have a very strong link with the Ethnic Diversity Service to enable us to support children with English as an Additional Language.

### **How will the school prepare your child for joining the school and transferring to a new school?**

- We encourage you and your child to visit the school prior to starting so that they can become familiar with the staff and our working environment.
- If necessary and appropriate we can arrange additional visits for children with specific transition needs. We are happy for parents and carers to request these.
- For transition to high school we liaise with the schools involved and can arrange visits.
- Some children benefit from extra visits and we arrange transition meetings if necessary for children with a higher level of need who have an Education and Health Care Plan. Parents are invited to these meetings to discuss their child's needs with staff from Cheadle Primary School and from their new high school.
- We have "hand over" meetings with SEN staff from our feeder school, Kingsway, and liaise with the SEN departments of other high schools as necessary to ensure that we share our knowledge of each child with SEN.
- All relevant paper work is transferred via a safe and secure system.

### **How are the school's resources allocated and matched to the needs of a child with SEN?**

- The allocation of our budget is monitored by the governors and the Local Authority.
- The budget allocation is on a needs basis.

### **How are decisions made about the type and level of support that your child will need?**

- All teachers and the Inclusion Leader discuss the children's needs and the support that will best enable them to learn.
- Different children require different levels of support and these can be quite specific to individuals. There is not a one size fits all approach.
- We take account of the ongoing dialogue that we encourage staff to have with parents or carers.

### **How will I know if the provision has had an impact on my child's development?**

- By reviewing the strategies and targets provided by your child's teacher and through review of their IEP.
- We annually inform parents of their child's attainment and progress in a written report. Data provided here will show if the child is working more closely toward age related expectations.
- Children may move off the SEN register if progress is no longer a concern. If this happens it will be discussed with you.

### **Who can I contact for further information?**

- The first point of contact is one of your child's teachers.
- We find that conversations with teachers are more effective if appointments are made. Quick conversations as children are coming in in the morning and leaving at the end of the day are not usually the most effective way for us to listen to you fully.
- The teacher will make time to sit down and listen to you if you arrange to see them before or after school.
- Your next point of contact is the Inclusion Leader, Miss King, who is also one of our Assistant Head Teachers. Please ring the office and ask to make an appointment with her.
- You can also contact Parent Partnership at -----

**Who should I contact if I am considering whether my child should join your school?**

- Our school admin team is your first point of contact and they will be happy to help.
- They will arrange for you to visit the school and to give you a tour of our facilities.
- The Co-Headteachers, Mrs Hackney and Miss Leech and the Inclusion Leader Miss King are all happy to meet with you to discuss your child's needs and talents. Please contact the school to arrange a meeting.