

# Elworth Hall's Local Offer for Special Educational Needs and/or Disability

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## Elworth Hall's Local Offer for Special Educational Needs and/or Disability

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<b>Name of Setting</b>	Elworth Hall Primary School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
<b>Specific Age range</b>	Primary School (4+ to 11 years)
<b>Number of places</b>	210
<b>Which types of special educational need do you cater for?</b>	<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>

## Elworth Hall's Local Offer for Special Educational Needs and/or Disability



### Questions from the Parent/Carer's Point of View:

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<b>Identification</b>	
<b>How will you know if my child or young person needs extra help?</b>	<p>Children with Special Educational Needs and Disabilities (SEND) are identified as early as possible. Initial identification is usually through a joint approach between school and home. These concerns may be based on the pupil's social and emotional development, linked to their behaviour or their progress in comparison to their peer group and/or compared to their starting point. Early identification is very important. Therefore, we monitor the children's progress on a half-termly basis during our pupil progress meetings which are led by the Senior Leadership Team (the SLT consists of our Head Teacher, Deputy, SENCo, and Literacy and Maths Subject Leaders).</p> <p>Once a concern has been raised it is discussed with the Special Educational Needs Co-ordinator (SENCo), class teacher, any other adults who may work with the child, the family and the child 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.</p> <p>Depending on the level of the child's needs, a decision is made about the type and amount of support the child will receive to ensure they achieve their desired outcomes. This might include support for the class teacher in order to provide effective differentiation for the child. For some pupils with greater needs this may include specific interventions. Those children with the highest levels of need might be referred to other agencies for further advice and support.</p> <p>Intervention programmes include speech and language therapy, Nessy, Direct Phonics, Early Literacy Support, Toe by Toe, Plus One, Times Table, Power of 2, Numicon, First for Number, Anger Management, Socially Speaking, Anger Island, Box of Feelings, Transporters and Time to Talk.</p>
<b>What should I do if I think my child or young person needs extra help?</b>	<p>If you have concerns about any aspect of your child's education you should talk to 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. Alternatively, you can speak to the SENCo, Deputy or Head Teacher directly.</p>
<b>Where can I find the setting/school's SEND policy and other related documents?</b>	<p>The school's SEND policy and other relevant policies can be found on the school website - <a href="http://www.elworthhall.cheshire.sch.uk/page/policies/1955">http://www.elworthhall.cheshire.sch.uk/page/policies/1955</a></p>

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## Teaching, Learning and Support

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

Elworth Hall is proud to be an inclusive school. Our priority is to ensure all children have access to quality first teaching which is differentiated to meet the needs of all our learners. Class areas are dyslexia and ASD friendly.

The school also has a wide range of intervention programmes available to support children with additional needs (see previous page). Some of these intervention approaches are commercially available packages of support, such as the Nessy, Plus 1, Numicon, Direct Phonics etc. Care is taken to ensure the right intervention is selected to meet the child's individual needs. This is then monitored to ensure the child is making progress. Others interventions and strategies are planned to provide children with the 1:1 support they need to help them access learning.

For those with significant or complex needs, the school always seeks the advice of specialists, for example Speech and Language Therapists, Educational Psychologist, Cheshire Autism Team, Play therapists, Occupational Therapists and Family Support Workers. We deliver programmes which have been devised by specialist services. As a cluster of schools we buy in the services of a speech and language therapist who works with children in school. She also provides training and a detailed programme for children with speech and language difficulties so we can continue to support the children in between her visits. Where necessary the children receive daily speech and language sessions with our specialist teaching assistant to ensure the children make rapid progress. We work closely with all the specialists who support us to ensure that we meet the needs of the children in our care so they make the best possible progress.

Where additional levels of support are required, the child's class teacher, SENCo, child and parents will meet to create a 'School Focused Plan'. This details the child's particular needs and desired outcomes for the year. This is then reviewed termly with the parents. Sometimes children will require addition 1:1 support in class to ensure they reach their full potential. In these cases we will ask the parents' permission to request an assessment for an Education Health and Care Plan.

The SENCo keeps a register of pupils requiring additional support and monitors their progress to ensure children with SEND are making good progress. The effectiveness of our intervention programmes and classroom practice is monitored regularly by the SENCo and Senior Leadership Team (SLT, which consists of the Head Teacher, Deputy, SENCo, Literacy and Maths Subject Leaders).

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

All class teachers take responsibility for meeting the needs of all the children in their class by differentiating the learning. Every class teacher plans to meet the needs of all the children in their class. Care is taken to ensure the work is pitched at the correct level and the children have access to the necessary resources to enable them to be successful learners. Class teachers will also adapt their teaching to ensure that gaps in learners' knowledge are covered, when a child is

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## Teaching, Learning and Support

working below the level expected for their age.

Where pupils have SEND, the class teachers will plan additional interventions or support for children who have a 'School Focused Plan' or an 'Education Health and Care Plan'. All additional provision for pupils with SEND is overseen by the SENCo, and monitoring of the children's progress takes place at the half-termly pupil progress meetings. We also work closely with our local primary schools and the two High Schools in Sandbach. The SENCos from these schools meet on a half termly basis to discuss current issues, share expertise, and to receive training. We also meet with our Educational Psychologist and Cheshire East Autism Team to receive advice and plan provision. Where necessary we will also seek advice from specialist schools such as Springfield Special School and Hungerford Primary. In the past we have worked closely with Springfield Special School to ensure one of our pupils with Complex Needs and Moderate Difficulties transferred to High School successfully.

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

The school receives additional funding to meet the needs of children with SEND. Quality First Teaching is seen as the first wave of provision. Some of the SEND budget will be used to provide additional resources for the classroom to support the delivery of Quality First Teaching. This might take the form of additional physical resources in classrooms e.g. additional computers, writing slopes, alternative seating etc.

Some of the budget is also used to cover the cost of delivering interventions. Where children have more complex needs the school can request an assessment for an 'Education Health and Care Plan'. This funding is used to provide the necessary provision to enable pupils to achieve their full potential. This is monitored closely by the SENCo and Head Teacher to ensure that we are meeting the needs of all the children in our school.

## 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?

Once a concern has been raised they are discussed with the SENCo, class teacher, any other adults who may work with the child, the family and the child 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, a decision is made about the type and amount of support the child will receive to ensure they achieve their desired outcomes. This might include one of the Senior Leadership Team working with the class teacher in order to support differentiation for the child. For some pupils with greater needs, this may include a package of interventions as well as Quality First Teaching. Those children with the highest levels of need might be referred to other agencies for further advice and support.

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## Teaching, Learning and Support

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

The school has a range of equipment including differentiated reading material, writing slopes and coloured overlays which are used to support pupils with SEND. The SENCo makes strategic decisions about the allocation of these resources based on the needs of the children. Additional resources are procured as and when required. 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?

At Elworth Hall our staff have high expectations for all our children. Class teachers monitor the children's progress on a daily basis so they are best placed to identify any concerns. We also monitor the children's progress on a half-termly basis during our pupil progress meetings which are led by the Senior Leadership Team.

If a teacher is worried about a child's social, emotional well-being or their academic progress, then they will speak to the parents at the end of the day or through our home-school communication books. All parents also receive a termly progress report, attend parents' evenings and receive an end of year report. Class teachers also meet with parents of children with SEND needs termly to discuss their 'School Focused Plans' or 'Education Health and Care Plans'. Parents also have the opportunity to meet with their child's class teacher once a term to discuss their attainment and progress. We work closely with 'Parent Partnership' to provide additional support for parents were necessary.

At Elworth Hall we also run Family Learning Events. In the past parents have found these invaluable. They are usually open to all parents but on occasions we invite a select few who need tailored events to meet the needs of their child because they have a SEND need.

We are proud of our open door policy. Parents' are actively encouraged to come into school at the beginning of the day or after school. This is an ideal opportunity to make an appointment to discuss any concerns. Parents are also consulted regularly by the Head Teacher, Governors and children about how we can improve as a school.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our children are an integral part of any plans made about their education. Children's opinions are sought at a level which is appropriate for them. For some learners this might mean that they are supported to attend meetings with professionals;

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### **Teaching, Learning and Support**

for others this might mean enabling them to contribute to meetings without actually attending. 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. We recognise that there is sometimes a need to protect children's self-esteem, and that it may not always be appropriate to highlight to the child the range of their difficulties; in these circumstances, their involvement is carefully planned with those who know the child best, i.e. families and those working closely with them.

The school works very closely with our 'School Improvement Partner' to quality assure the provision we provide for all our children. The school's recent (May 2014) Ofsted report stated 'As a result of good support they receive, pupils with special educational needs participate fully in whole-class activities alongside their classmates' and the 'pupils with special educational needs benefit from support which is well-tailored to meet their needs and make the progress expected of 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?**

We monitor the children's progress on a half-termly basis during our pupil progress meetings which are led by the Senior Leadership Team. The impact of interventions is also analysed to evaluate their impact.

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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?

The children's safety is paramount. Risk assessments are completed to ensure that the necessary measures are taken to limit any risks as part of our everyday practice. When considering how we can meet needs of our children we assess their needs before deciding on the best provision for them. We then tailor our provision wherever possible to ensure we meet their needs. This often includes small things like meeting and greeting a child at the beginning of the day and feeding back to parents/carers at the end of the day. It can also include putting a detailed plan in place for play and lunchtime to give children the best chance of having a successful time outside.

Every class has a visual timetable which helps the children plan for changes in the day/routine. Where necessary some children will also have their own individual timetable which is broken down into smaller steps.

Every child in the school has access to a Nurture Group which is run in our hall at lunchtime. This is particularly valuable for children who find lunchtime difficult or simply too long.

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

Ofsted (May 2014) feel that 'behaviour is good. All pupils are courteous and polite, get on very well together and enjoy their learning. Attendance is well above average. Pupils feel safe in school and play a full part in decision making'. They also felt that 'pupils who may have challenging behaviour are supported effectively to make good choices and, as a result, incidences of poor behaviour are very rare.'

#### **PASTORAL**

We recognise that children 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. We also have available a range of assessment tools to support us in tracking and monitoring pupil's self-esteem and confidence e.g. Boxhall and PIVATs. Where necessary we will put interventions in place to support children who are having problems.

#### **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. We also offer a range of personalised social skills activities including Social Stories, Silver SEAL and Socially Speaking. One of our teaching assistants is trained to run social skills groups.

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### Keeping Students Safe and Supporting Their Wellbeing

#### PEER SUPPORT

It is sometimes appropriate for us to offer support to the peer groups of children 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. When a child starts Elworth Hall they are given a buddy who looks after them until they have found their feet.

#### BULLYING

The school holds a clear position on 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 for both victims and perpetrators which take into account the needs of all the pupils involved.

For more details about our policies and procedures visit our website - <http://www.elworthhall.cheshire.sch.uk/page/policies/1955>

### 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. When a child either develops a medical need or starts the school with one, we take the time to meet with the parents and relevant medical professionals before a care plan is written. This will also include the necessary training for all the staff involved with the child.

Our usual protocol for the administration of medication is that, following signed parental consent, children go to 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. Asthma inhalers are stored and administered in their classroom.

#### TOILETING

Our staff are experienced in supporting children to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. For those children who wear nappies or continence pads, we request that parents complete a Care Plan with us and provide us with the appropriate equipment including 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 a child's toileting needs.

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## Keeping Students Safe and Supporting Their Wellbeing

### PRIVACY AND DIGNITY

For some of our children it is most appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams), and arrangements for this are made based on the context of the child's needs. For other children, medical care might take place within the daily routine of the classroom (e.g. asthma inhalers). Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils. 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. offering alternative toilets.

### MEDICAL APPOINTMENTS

Where children need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support their child 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 children 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. The school seeks out relevant training to address the specific needs of pupils.

For more details about our policies and procedures visit our website - <http://www.elworthhall.cheshire.sch.uk/page/policies/1955>

## 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.

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

### BEHAVIOUR

The school has a clear 'Behaviour for Learning Policy' which is implemented consistently across the school. This can be found on our website - <http://www.elworthhall.cheshire.sch.uk/page/policies/1955>. Where pupils are unable to follow our policy or require additional support with behaviour a range

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### **Keeping Students Safe and Supporting Their Wellbeing**

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.

It is vital to understand a child's behaviour. We use an Antecedent, Behaviour, Consequence system of recoding and analysing behavioural incidents, in order to try to find patterns in behaviours. We then use this information to write a 'Reducing Anxiety Management Plan' (RAMP) which details various strategies and procedures to support the child.

### **EXCLUSION**

It is very rare that we would consider exclusion for any pupil. A copy of the school's exclusion policy can be found on the website - <http://www.elworthhall.cheshire.sch.uk/page/policies/1955>

### **ATTENDANCE**

Attendance is well above average as it is promoted positively by the Head Teacher.

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<b>Working Together &amp; Roles</b>
<b>What is the role of my child or young person's class teacher?</b>
<p>The class teacher has the overall responsibility for pupil's learning and their day to day well-being in school. They are the first port of call for children and parents. Class teachers are expected to plan and deliver appropriate learning opportunities for all pupils, and to ensure that any resources in place to support pupil's learning are used efficiently.</p>
<b>Who else has a role in my child or young person's education?</b>
<p>The head teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place.</p> <p>The school's SENCo has responsibility for co-ordinating the provision for pupils with SEND. They may work individually with children to carry out assessments where required, and will usually host formal meetings such as annual reviews. They also work closely with outside professionals to ensure we provide the best possible provision for all our children.</p> <p>There are also teaching assistants working in school who run intervention programmes under the guidance of the teaching staff, work in classrooms supporting children in small groups or on a 1:1 basis.</p> <p>Occasionally external agencies or specialists might be brought in to work with children. Their involvement will always be with the consent of the parent / carer.</p>
<b>How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?</b>
<p>All staff working with a child with SEND are involved in writing School Focused Plans or reviewing Education Health and Care Plans. This ensures that everyone is totally aware of how to ensure the child makes good progress.</p>
<b>What expertise is available in the setting, school or college in relation to SEND?</b>
<p>All school staff have a good awareness of SEND through regular staff meetings and training from outside agencies. The SENCo monitors practice across the school and provides support when necessary to ensure that our provision for SEND children continues to improve. Whenever necessary the school seeks training to ensure that we have the necessary skills to meet the needs of all the children in our school.</p>

## Elworth Hall's Local Offer for Special Educational Needs and/or Disability



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### Working Together & Roles

#### 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 with a wide range of services. We have close links with health professionals, for example, School Nurse, Community Paediatrician, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Occupational Therapy. We work closely with social care teams, as well as with voluntary organisations such as Parent Partnership. We regularly organise multi-agency meetings to discuss pupil's needs (e.g. CAF) 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 SENCo is also always available to support you in matters relating to SEND.

#### Who is the SEND Coordinator and how can I contact them?

Our SENCo is currently Kate Appleby, who is also our Deputy Head. You can contact her either by phoning **(01270 764469)** or coming into school to make an appointment or emailing her [kappleby@elworthhall.cheshire.sch.uk](mailto:kappleby@elworthhall.cheshire.sch.uk)

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

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, Rebecca Holland. There are also termly Achievement and Quality of Teaching Meetings where the governors meet with the Senior Leadership Team (SLT) to analyse data, review action plans and discuss next steps.

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

The children's feelings and ideas are extremely important to us regardless of their different abilities. Ofsted found that our 'pupils feel safe in school and play a full part in decision making'. We have a relationships team who have recently reviewed our Anti-Bullying policy. The school council took a leading role in the review of our Behaviour for Learning Policy and were fully involved when we wrote a new school aim: Every Child Achieves Because We Care. They know that their voices are listened to and acted upon. Ofsted found that children 'take their responsibilities very seriously and are proud of their contribution to school.'

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### **Working Together & Roles**

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

Parents are encouraged to take an active role in school life. Many parents volunteer in school e.g. hearing readings, accompanying trips etc. There are opportunities to join the school 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 advertised in the school newsletter.

Our open door policy also enables the school to develop a positive relationship with our parents and carers. This regular contact enables us to work in partnership with our parents.

#### **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 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 via a termly parent partnership magazine. Some of our children who have SEND travel to school by taxi. We liaise with parents, taxi drivers / escorts and the transport co-ordinator team on a regular basis.

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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 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. 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 child regardless of need.

### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Yes through all entrances.

Are disabled changing and toilet facilities available?

Details (if required)

We have two disabled toilets.

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

Details (if required)

We have two disabled parking spaces.

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

Details (if required)

N/A

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments. We aim to personalise communication to suit families. For those parents/carers who find it difficult to access written documents we communicate in person, by phone 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@elworthhall.cheshire.sch.uk](mailto:admin@elworthhall.cheshire.sch.uk)) who will discuss the entry process with you.

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

Parents of children starting school in September are invited to a New Parents' Meeting which details our comprehensive induction programme. Parents of children who join our school at others times are offered a bespoke programme which will be tailored to meet the needs of the individual child. This will be discussed on your initial visit to the school.

### 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 children with SEND to visit for an informal tour of the school with the school SENCo / Head Teacher. For children who will be able to access mainstream learning opportunities, information from this meeting is then shared with their new class teacher.

#### TRANSITION TO NEW SETTINGS

Wherever possible we prepare children for transition to new settings in a manner most appropriate to the individual. For some children 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. Some of our children benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction.

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

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

Last updated – June 2014  
Review date – June 2015

#### **Where can I find the Cheshire East Local Offer?**

From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

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

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/Deputy 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 on the website. A paper copy is also available from the school office.