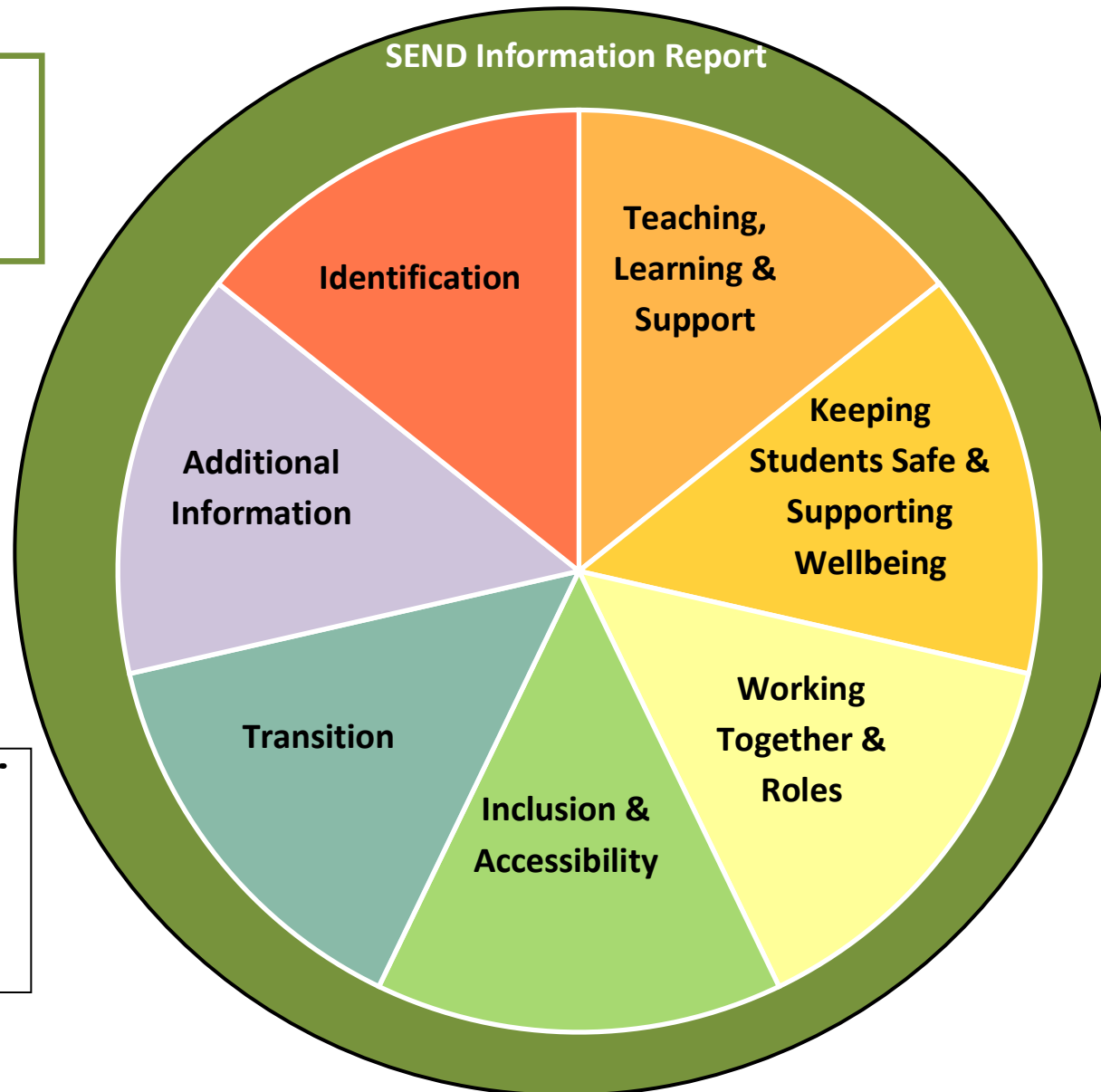
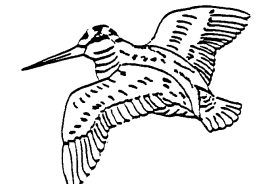


Our Local Offer for Special Educational Needs and/or Disability

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



Woodcocks' Well
CE VA PS





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Name of Setting	Woodcocks' Well CE VA PS
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 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 S <div style="border: 1px solid black; width: 200px; height: 20px; margin-left: 500px;"></div>
Specific Age range	Reception to Year 6
Number of places	106
Which types of special educational need do you cater for? (IRR)	<input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <div style="border: 1px solid black; width: 300px; height: 150px; margin-left: 500px;"></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.



Our Local Offer for Special Educational Needs and/or Disability



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).



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

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Identification
<p>How will you know if my child or young person needs extra help? (IRR)</p> <p>Within our school, there is a wealth of experience in our team and this is used to ensure the early identification of pupils who may need extra help is quickly seen. It can come from a number of sources these being:-</p> <ul style="list-style-type: none"> • Concerns raised by parents or carers, teachers, teaching assistants or the pupil's previous school. • There may be a lack progress so a child may be identified as performing below age related expectations. • A pupil asks for help. • There is a change in the pupil's behaviour or low self-esteem that is affecting performance. • We notice a significant change in a the pupil's SEMH. • Liaison with external agencies or a health diagnosis through a pediatrician
<p>What should I do if I think my child or young person needs extra help?</p> <p>We realise that parents are partners in the learning journey and have a wealth of knowledge to share with us. We welcome both informal and formal discussions about your child and from this growing picture, we can work together in partnership to identify if your child needs extra help in any of the four broad areas of need as identified the Cheshire East SEND Toolkit.</p> <p>It is with this close working relationship that both you and we as a school will be able to identify support that may be needed throughout your child's school life. If you have concerns then please contact your child's teacher as a first point of reference. After this discussion, you may be contacted by our SEND Co-ordinator or Headteacher.</p>
<p>Where can I find the setting/school's SEND policy and other related documents? (IRR)</p> <p>Please visit http://www.woodcockswell.cheshire.sch.uk/ The website provides you with all relevant school policies and documents relating to provision offered to our pupils.</p>



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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

Within our school, we provide a quality environment where our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs, relevant quality-first teaching strategies that can be employed and any personalised learning requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

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

As an inclusive school, we all work within the curriculum and specific learning environments and ensure it is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated to take into account personalised learning. The benefit of this type of differentiation is that all children can access the lesson and learn at their level.

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

As an inclusive school, we ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support which may involve individual support from specialised equipment to additional adult 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? *(IRR)*

The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school including:

- the children getting extra support already;
- the children needing extra support;
- the children who have been identified as not making as much progress as would be expected;
- all resources/training and support are reviewed regularly and changes made as needed.



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Teaching, Learning and Support

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

As an inclusive school, our facilities are evaluated in relation to the needs of children and young people with SEND. Should it be necessary to have specific equipment to meet the needs these are generally met from the schools budget e.g writing slopes or sensory resources. Should this be not possible, there are a number of outside agencies who can be contacted to provide specific equipment on a loan basis i.e. a Braille machine, specific chairs. Partnership with other schools also provides an opportunity to share resources for specific SEND needs.

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)*

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term linked to the National Curriculum statements and in relation to attendance, engagement in learning and behaviour.

Currently at the end of each key stage, (i.e. at the end of year 2 and year 6) all children are required to be formally assessed. In Year and Year 6 we use Standard Assessment Tests (SATs). This is something the government requires all schools to do and this leads to results which are published nationally. The progress of children with a EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The SENDCo will also check that your child is making good progress within any individual learning and in any group that they take part in. A range of ways will be used to keep you informed, which may include:

- Home/school contact book;
- Letters/certificates sent home;
- Additional meetings as required;
- Annual Reviews;
- Telephone conversations;
- End of Year Reports.

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

We as a school value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Ethos Group, which has an open forum for any issues or viewpoints to be raised.

There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. If your child has a EHCP or SSP their views will be sought before any review meetings.



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Teaching, Learning and Support

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)

As a school, we have a half-termly cycle of how we assess and evaluate the effectiveness and sufficiency of the arrangements and provision for all our policies, procedures and practice. We gain the views of all stakeholders regularly through forums, online surveys, questionnaires, formal and informal discussions. We also employ the services of external School Improvement Partner and Consultants who work with us to evaluate and develop plans for improvements. We constantly strive to improve our performance.

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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?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out regularly within school and prior to any off site activity to ensure nobody's health & safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

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

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support or the ELSA in school. This may involve working alongside outside agencies such as Health and Social Services, and/or the Educational Psychologist Support Team.

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

The school has a policy regarding the administration and managing of medicines on the school site (available on request). Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis, the Admin Staff



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Keeping Students Safe and Supporting Their Wellbeing	
generally oversee the administration of any medicines. As a staff, we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.	
What support is available to assist with my child or young person's emotional and social development? (IRR)	
We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral and social care of every child in the class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. There is also an ELSA (Emotional Learning Support Assistant) who can provide further guidance and intervention as well as the SWANS counselling team and Cheshire Play Therapy. This may involve working alongside outside agencies such as Health and Social Services.	
What support is there for behaviour, avoiding exclusions and increasing attendance?	
As a school, we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child struggles to regulate their behavior effectively, an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. As a result of this, a pro-active nature of support is employed meaning our rate of exclusions is drastically reduced. Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.	



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Working Together & Roles

What is the role of my child or young person's class teacher?

Role of Class Teacher:

- ensure that quality first teaching underpins all of their practice;
- raise concerns about a child's development and progress at the earliest, possible opportunity with the SENCO and headteacher;
- complete relevant First Concerns or SEN Support paperwork with the support of the SENCO in the first instance and at review dates;
- have an input in the completion of EHC needs assessments for pupils in their class, where necessary;
- liaise with parents and ensure that they are updated of their child's progress, or needs where necessary;
- complete paperwork required by external agencies, where appropriate;
- ensure that a class provision map is updated and reviewed every half term and adjusted if interventions are failing to have a positive impact;
- assess children on the SEN register, in their class, half-termly and make this available to the SENCO and headteacher;
- support Teaching Assistants with intervention planning and ensure that these are delivered consistently and effectively, related to the child's SMART targets;
- ensure that recommendations made for the benefit of a child's progress by other parties are introduced, where appropriate.

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

Role of SENCO

- manages the day-to-day operation of the policy;
- co-ordinates the provision for, and manages the responses, to children's special needs;
- supports and advises colleagues;
- reviews the paperwork that class teachers complete for those children with SEN;
- oversees the records of all children with special educational needs;
- coordinates all relevant meetings, documents and other matters that are required for a child that has been identified as having complex needs;
- acts as the link with parents with the support of the headteacher;
- acts as the link with external agencies and other support agencies;
- starts the transition process to a specialist setting, where appropriate, for those children with complex needs who require this for their secondary school placement;
- monitors and evaluates the special educational needs provision, and reports to the governing body with the support of the headteacher;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational



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Working Together & Roles

needs;

- contributes to the professional development of all staff.

Role of Teaching Assistants:

- Teaching Assistants support the learning of the children and adapt their teaching styles accordingly for different children and their needs.

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?

Our school is committed to working in co-operation with all agencies. We regularly call, attend and lead multi-agency meetings to ensure our children are well supported. At these meetings we take minutes and all parties are sent copies of the minutes for their files. Should it be necessary an Early Help Assessment (EHA) may be suggested to support the understanding and sharing of information about individual children. The SENDCO also shares any relevant professional advice with the Class Teachers and supports them to complete School Focus Plans (SSP) or First Concerns profiles (FC)

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

We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions). Our Special Educational Needs/Disability Co-ordinator (SENDCO) is a qualified and experienced teacher. All our teachers hold qualified teacher status and all staff members, including TAs, receive regular training on how best to support our pupils with SEND, for example in dyslexia, autism, speech and language needs and SEMH needs..

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

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including - GPs, school nurse, clinical psychologist, pediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

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

If you have any concerns, we recommend you speak to your child's class teacher initially, and at the earliest opportunity. If after your discussion you are not happy that the concerns are being managed and feel that your child is still not making progress, you should speak to the SEND co-ordinator or



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Working Together & Roles

Headteacher. If you are still not happy, you can speak to the school SEN Governor.

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

SENDCO: Heather Marie Thwaites
 Email address: hdarlington@woodcockswell.cheshire.sch.uk
 School telephone number: 01782 512323

If after discussion with your child's class teacher you are not happy that the concerns are being managed and feel that your child is still not making progress, you should speak to the SEND co-ordinator by making an appointment with the school office.

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

As previously mentioned, a named Governor (Maria Lawless) is responsible for SEND and meets regularly with our SEND Co-ordinator. Reports to the Full Governing Body are given every term to inform them about the progress of children with SEND.

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

We are a school where we value and celebrate each child being able to express their views on all aspects of school life. There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. Class teachers regularly plan PSHE lessons which involves the pupils having a voice in many aspects of their learning.

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

Parents are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly. Parents are encouraged to become Governors through a democratic process and we regularly promote questionnaires gaining parents views and our open door policy.

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

Our school staff are proficient in knowing all the necessary organisations that support and advise parents and support with any forms and procedures that are needed to access support that is available for families with any requirements. This may also include linking into support with travel plans when necessary.

Parents and Carers are also advised to contact the Cheshire East Information, Advice and Support Team (CEIAS) if they require further support



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Working Together & Roles

regarding a child with SEND.

Their website is accessed on the following link: <http://www.ceias.cheshireeast.gov.uk/home.aspx>



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Inclusion & Accessibility

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (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)

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.



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Transition

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

We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school Admin office to arrange to meet the Head teacher, who will willingly discuss how the school could meet your child's needs. Cheshire East admission arrangements are clearly explained on their website <https://www.cheshireeast.gov.uk/schools/admissions.aspx>

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

We welcome visits to school at any time. Please contact the school Admin office to arrange to meet the Head teacher, who will willingly discuss how the school could meet your child's needs.

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)*

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the new school's SENDCo and ensure s/he knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher.
 - If your child would be helped by a book to support them understand moving on, then it will be made for them. We also offer bespoke transition sessions with our ELSA.
- Transfer to Secondary School
 - The SEND co-ordinator will discuss relevant needs when the Secondary School's Transition Team visits the school to discuss the specific needs of your child with the SEND co-ordinator of their secondary school as appropriate.
 - Where possible, your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.



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Additional Information

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

- Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service (CEAT)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Behaviour advice service
- Family Support Workers.

- Provided and paid for by the Health Service (East Cheshire NHS Trust)
School Nurse
CAMHS

- C. Additional council based agencies

- Cheshire East Information, Advice and Support Team (CEIAS)



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Additional Information	
D. Paid for by the Cheshire Education Community Partnership but delivered in school:	<ul style="list-style-type: none">• Cheshire Play Therapy• SWANs Counselling
When was the above information updated, and when will it be reviewed?	As a school we annually update the information provided on this form and our review date is set for September each year.
Where can I find the Cheshire East Local Offer? (IRR)	
	From 1 st 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)	
	If at any stage as a parent/carer you are unhappy with the provision that we are making for your child, you should in the first instance approach the class teacher or the school's Special Educational Needs/Disability Coordinator (SENDCo). If this does not solve the complaint, then a parent should then speak to the Head Teacher who will discuss and advise the next steps. Should a complaint be made as a school, we have a complaints policy, which can be obtained through the Admin office. A parent may wish to seek advice at this time from the Cheshire East Information, Advice and Support Team (CEIAS) However, if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England.