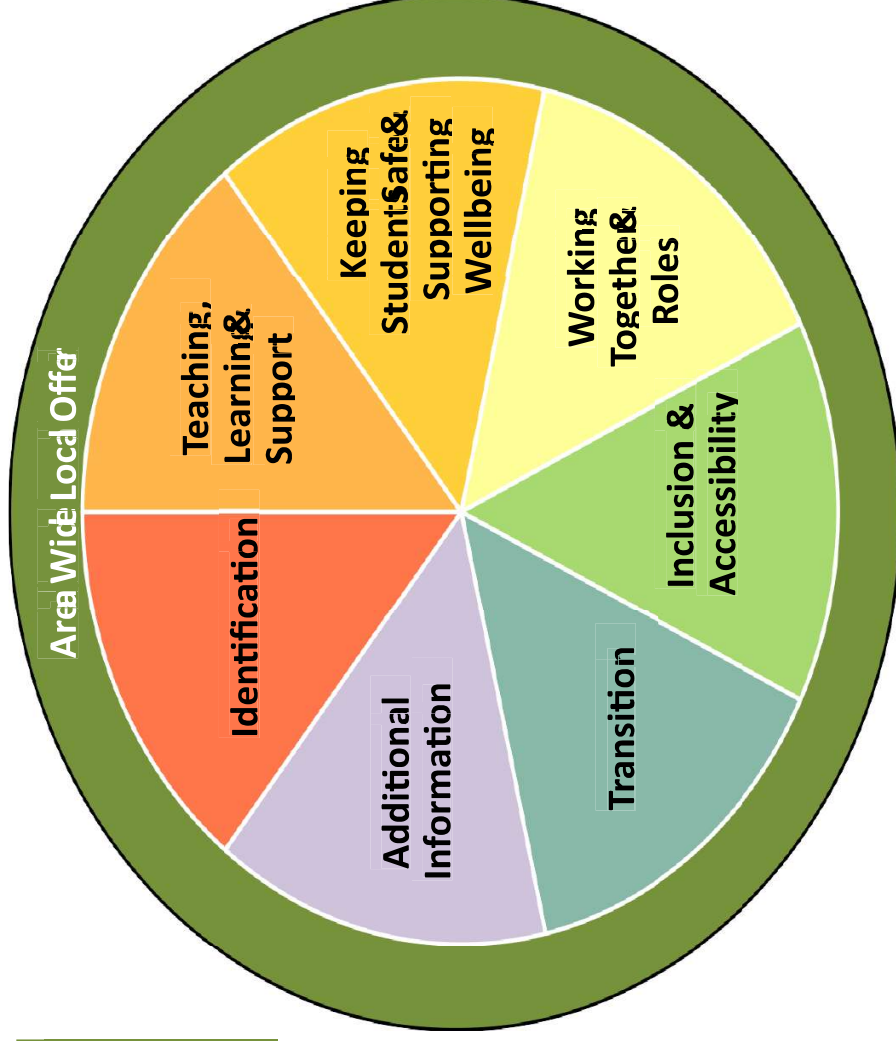


SAINT MARY'S CATHOLIC PRIMARY SCHOOL

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



Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability
SAINT MARY'S CATHOLIC PRIMARY SCHOOL

Our Local Offer for Special Educational Needs and/or Disability



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Name of Setting	Saint Mary's Catholic Primary School
Type of Setting <i>(tick all that apply)</i>	☒ Mainstream ☐ Resourced Provision ☐ Special ☐ Early Years ☒ Primary ☐ Secondary ☐ Post-16 ☐ Maintained ☒ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify) _____
Specific Age range	3– 11 years
Number of places	(Published Admission Number) 30 per year
Which types of special educational need do you cater for?	We are an inclusive mainstream setting catering for ☒ We are an inclusive setting that offers a specialism/specialisms in 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.

Saint Mary's Catholic Primary School 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?	At Saint Mary's, we aim to identify children with additional needs as early as possible. Concerns may be raised by parents or carers, school staff or other professionals and may relate to a child's learning, progress, communication and interaction, emotional wellbeing, behaviour, or sensory and physical needs. Teachers continually assess and monitor pupils' progress and development. Where concerns arise, the class teacher will discuss these with parents or carers and, where appropriate, the SENDCo. Our first step is to consider the support and adaptations that can be provided through high-quality, inclusive teaching and Ordinarily Available Inclusive Provision (OAIP). The child's response to this support is monitored and reviewed. Where difficulties continue, we follow the Graduated Approach of Assess, Plan, Do and Review and consider whether the child requires SEN Support. Where appropriate, targeted early intervention may also be provided, based on the individual needs of the child.
What should I do if I think my child or young person needs extra help?	If you have concerns about any aspect of your child's learning, development or wellbeing, please speak to your child's class teacher in the first instance. The class teacher may then seek advice from the SENDCo. Parents and carers can also contact Mrs Waters, the school SENDCo, through the school office.
Where can I find Saint Mary's Catholic School's SEND policy and other related documents?	Our SEND Policy, SEND Information Report and Accessibility Policy and Plan can be found on the SEND section of the school website.
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Teaching, Learning and Support	

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

How will you teach and support my child or young person with SEND? At Saint Mary's, pupils with SEND are supported through high-quality, inclusive teaching and Ordinarily Available Inclusive Provision (OAIP). Teachers use adaptive teaching, appropriate resources and reasonable adjustments to meet individual needs. Where a pupil requires support additional to or different from that ordinarily available, this is planned through the Assess, Plan, Do, Review cycle and recorded on an SEN Support Plan. Parents/carers and pupils are involved in agreeing outcomes and reviewing progress. Pupils with an EHCP receive the provision specified within their plan. Additional support is matched to individual need and may include small-group or individual interventions such as Precision Teaching, IDL, WellComm, fine motor programmes or social communication interventions. Where appropriate, we seek advice and support from external professionals and specialist services, including Educational Psychology, Speech and Language Therapy and Occupational Therapy.
How will the curriculum and learning environment be matched to my child or young person's needs? Class teachers are responsible for meeting the needs of all pupils in their class. Teaching is adapted according to pupils' strengths, needs and starting points, with reasonable adjustments made to remove barriers to learning. This may include visual supports, adapted resources, alternative methods of recording, additional processing time, sensory or physical adaptations and targeted adult support. We aim to promote independence while enabling pupils with SEND to access a broad and balanced curriculum alongside their peers. The class teacher plans and oversees the pupil's day-to-day education, with support and advice from the SENDCo and external professionals where required. Appropriate access arrangements and reasonable adjustments are made for statutory assessments in accordance with current guidance.
How are Saint Mary's Catholic Primary School's resources allocated and matched to children or young people's needs? The school's SEND resources are allocated according to pupils' identified needs and the provision required to achieve agreed outcomes. This may include staffing, interventions, adapted resources or specialist equipment.

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

The Headteacher and SENDCo oversee the allocation of SEND resources. Where a pupil requires provision beyond that which can ordinarily be provided by the school, additional or high-needs funding may be sought from the Local Authority, where appropriate.
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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?
Decisions about support are based on the pupil's individual strengths, needs, progress and agreed outcomes. The class teacher and SENDCo consider assessment information and the effectiveness of support already provided. Parents/carers and pupils are involved in these decisions and, where appropriate, advice from external professionals is considered. Provision is reviewed through the Assess, Plan, Do, Review cycle and adjusted according to the pupil's progress and changing needs.
How will equipment and facilities to support children and young people with SEND be secured?
The school has a range of resources and equipment available to support pupils with SEND. These are allocated according to individual need and additional resources are purchased where required. Where specialist equipment or adaptations are needed, the SENDCo will seek advice from appropriate professionals, such as Occupational Therapy or specialist advisory services, and work with parents/carers to ensure suitable provision is in place.
How will you and I know how my child or young person is doing and how will you help me to support their learning?

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

Teachers assess and monitor pupils' progress throughout the year, with progress also reviewed through school assessment processes and pupil progress meetings. For pupils receiving SEN Support, progress towards agreed outcomes is reviewed **termly** as part of the Assess, Plan, Do, Review cycle and SEN Support Plans are updated. Pupils with an EHCP have a statutory Annual Review in addition to ongoing monitoring and review.

Parents/carers are involved in reviewing their child's progress and can discuss learning and support with the class teacher or SENDCo. Communication may take place through meetings, telephone calls, Class Dojo or other appropriate methods depending on the needs of the child and family. Where appropriate, school will provide advice or resources to help families support learning at home and can signpost parents to relevant training, services or support.

Where a parent or carer has additional communication or accessibility needs, the school will work with them to make reasonable adjustments to enable them to access information and participate fully in discussions about their child.

How does Saint Mary's Catholic Primary School consult with and involve children and young people with SEND in planning and reviewing their education?

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Teaching, Learning and Support

We believe that pupils should have a voice in decisions about their education and support. Pupils are encouraged to discuss what is working well, what they find difficult and what helps them to learn.

Pupil voice is gathered in a way that is appropriate and accessible to the individual child and contributes to **SEN Support Plans and reviews**. Pupils with EHCPs are also supported to contribute their views to the Annual Review process.

How does Saint Mary's Catholic Primary School assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

The SENDCo, Headteacher and other school leaders regularly monitor the progress of pupils with SEND and the effectiveness of the provision they receive. This includes reviewing progress towards individual outcomes, SEN Support Plans, assessment information and the impact of interventions.

The views of **pupils, parents/carers and staff** contribute to this process through reviews, meetings and feedback. Provision is adapted where evidence shows that it is not having the intended impact.

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

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Keeping Students Safe and Supporting Their Wellbeing	
How do you ensure that my child or young person stays safe outside of the classroom?	Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff via SEN Support Plans, which outline any areas which could pose a risk to the pupil. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during the transition between class and caregiver at the end of the day. Where necessary, alternative arrangements for the most “risky” times of the day are made, for example a smaller, more highly supervised playground is available at lunchtimes. For some pupils, a detailed risk assessment is undertaken which is shared with parents and reviewed regularly by the class teacher and SENCO. Risk assessments for residential and day trips also include sections where the needs of individuals are carefully planned for where necessary. Children’s wellbeing is supported in various ways, staff always focus on creating positive relationships with children. When a child needs more focused support they are able to access a programme of ELSA with our ELSA practitioner.
What pastoral support is available to support my child or young person’s overall well-being?	

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

PASTORAL

We recognise that pupils with SEND can experience a range of social and emotional issues. As a Catholic school, our caring spiritual ethos permeates all aspects of school life thus we focus on the social and emotional well-being of all our school community. In addition, social and emotional well-being is focussed on through our Spiritual, Moral, Social and Citizenship teaching. We also offer a range of interventions, both commercially published and bespoke, to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex and therefore we seek to ensure that the provision we offer in this regard is highly personalised and is generated through discussion with pupils and their families.

FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult, there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff. Teaching Assistants are trained to encourage team building and to support children to develop friendships.

PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their classmates (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.

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, lessons and whole-school events linked to anti-bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Personalised support measures are put in place for both victims and perpetrators which consider the needs of all the pupils involved.

How will Saint Mary's Catholic Primary School manage my child or young person's medicine or personal care needs?

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Keeping Students Safe and Supporting Their Wellbeing

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

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. Parents are asked to come to the school office in all cases where medicines are concerned and will be asked to complete an individual health care plan (IHCP). If a child is taking medicine, e.g. antibiotics, but is well enough to be in school, then a parent or other named adult is encouraged to come in to school to administer the medicine at the appropriate time. However, if this is not possible, it is currently school policy to administer prescribed medication if the appropriate paperwork has been completed. Parents may be required to discuss the situation with the Headteacher if their child is on long-term medicine on a daily basis. In all cases, clear written instructions and authorisation need to be given by the parent, medicines stored in the Admin Office/Medicine fridge in the staff room and administration carried out by a named First Aider. Parents of children with potential life-threatening conditions, such as an allergy to nuts, are required to discuss this with the Headteacher and a care plan put together. EpiPens and other medicines for these children are stored in a cupboard marked "Medicines" in the staffroom, depending on the age of the child. Each class has a register of children with an allergy/medical condition, which is stored in the classroom. At the end of the summer term, teachers pass this register to the "receiving" class teacher who makes themselves familiar with the information. At the front of this register is a whole school list. Inhalers are clearly labelled and kept in a medical box in the classroom cupboard, rather than in the designated Medicine cupboard. If a child requires their inhaler, this is recorded by the teacher, teaching assistant or midday assistant on the proforma stored with the child's inhaler. Parents will be notified if a child needs to use their inhaler more or less frequently.

TOILETING

There is an expectation that pupils entering the Reception class, where possible, are 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 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 pupils' toileting needs.

PRIVACY AND DIGNITY

For some pupils, it may be more appropriate for medical care to take place in private and arrangements for this are made based on the context of the pupils' needs. For other pupils, medical care might take place within the daily routine of the classroom. 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 pupils' dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

SHARING OF MEDICAL INFORMATION

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

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Keeping Students Safe and Supporting Their Wellbeing

In addition to the medical register kept by each class teacher, children's medical needs are entered onto the information management system where a parent has highlighted the need on the personal data form. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used. 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. This information is shared via the Allergy Advice Plan or more detailed plans as appropriate.

MEDICAL APPOINTMENTS

Where pupils need to take extended periods of time off school 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. 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 regularly by the school nurse in the administration of rescue medication such as EpiPens and asthma inhalers. Where necessary, the school seeks out relevant training to address the specific needs of pupils, such as training by the epilepsy nurse.

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. For those requiring further support, the school may employ a play therapist who might work individually with children or might support pupils in a more holistic way (e.g. family support, peer support etc.).

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

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

BEHAVIOUR

The school has a clear Behaviour Policy which is implemented consistently, as detailed on the school website.

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 is challenging is to firstly understand this behaviour. 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.

EXCLUSION

It is very rare that we would consider exclusion for any pupil. A copy of the school's Exclusion Policy can be obtained directly from the school.

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Keeping Students Safe and Supporting Their Wellbeing

ATTENDANCE

We take active steps to improve attendance and any absence is followed up quickly, usually on the first day if the parent has not notified school of the reason for the child's absence. For further details, see our Attendance Policy on the school website.

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

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Working Together & Roles	
What is the role of my child or young person's class teacher?	
The class teacher has the overall responsibility for pupils' learning and their day-to-day well-being in school. They are the first port of call for pupils and parents and act as a hub for information about the pupil unless an alternative key worker has been assigned. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils and to ensure that any resources in place to support pupil learning are used effectively (e.g. additional adults, physical prompts, visual prompts, interventions etc.).	
Who else has a role in my child or young person's education?	
The Headteacher oversees the running of the school ensuring that all elements of a pupil's education are in place. The Headteacher and SENCO have the responsibility for co-ordinating the provision for pupils with SEND. The SENCO will have an overview of all SEND pupils and will usually host formal meetings such as annual reviews and be responsible for information concerning each pupil. In addition to the class teacher and SENCO, pupils might come into contact with the following: • Outside agencies such as Occupational Therapy, Speech and Language Therapy, Physiotherapy, school nurse etc. (parental consent is required for any contact). • There are also a number of (teaching assistants) working in school. 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 during specific periods of the school day.	
How does Saint Mary's Catholic Primary School 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?	

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

Any information on these pupils is stored in the central SEND file on the server. Information about pupils' medical needs is also stored in a file within the class, as well as in a central register kept in the Administration office. At the end of the summer term, teachers are timetabled to meet with the "receiving" teacher in order to discuss each child in the class and their individual needs and will hand over any relevant information. All class teachers and any teaching assistants involved with the child will be given a copy of EHC plans and there are regular opportunities to discuss the content of these at termly SEND pupil progress meetings with the SENCO.
What expertise is available in Saint Mary's Catholic Primary School in relation to SEND?
All staff have a good awareness of SEND through regular staff meetings. The SENCO is experienced in working with a range of professionals and holds the National Award for SEN Co-ordination.
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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, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Occupational Therapy. Some of our pupils access the Speech and Language Therapy and Occupational Therapy on site. We regularly organise multi-agency meetings to discuss pupil's needs (e.g. Early Help Assessments and annual reviews) and aim to ensure good communication with these groups in order to meet the needs 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 available by appointment to support you in matters relating to SEND.
Who is the SEN Coordinator and how can I contact them?
The school SENCO is Mrs. Waters. She can be contacted at school on 01260 274690.
What role does your Governing Body have? And what does the SEND governor do?

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

The Governing Body has 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.
How will my child or young person be supported to have a voice at Saint Mary's Catholic Primary School?
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. For some learners, this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written means. 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. There is a school council made up of pupils who meet regularly to share the views of their peers.
What opportunities are there for parents to become involved in Saint Mary's Catholic Primary School 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 Friends of Saint Mary's who organise events and fundraise on behalf of the school. One parent governor sits 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 Saint Mary's Catholic Primary School?
We recognise that navigating SEND processes and services can sometimes feel overwhelming for families. The SENDCo can provide advice and practical support , including helping parents and carers to complete forms, understand referral processes and access appropriate services.
We can also signpost families to local support, including Cheshire East Information, Advice and Support (CEIAS) , which provides free, confidential and impartial information and advice to children and young people with SEND and their parents or carers.

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

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

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, or 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 Saint Mary's Catholic School environment?	
Is the building fully wheelchair accessible?	☒
Details (if required)	All areas of the school are wheelchair accessible.
Are disabled changing and toilet facilities available?	☒
Details (if required)	Yes, there is a disabled toilet with space to change.
Do you have parking areas for pick up and drop offs?	☒
Details (if required)	Yes, there is a designated disabled parking space in the staff car park.
Do you have disabled parking spaces for students (post-16 settings)?	☐
Details (if required)	N/A

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

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Inclusion & Accessibility

Every effort will be made to provide reasonable adjustments to ensure that our facilities are accessible. Our Equal Opportunities Policy and Accessibility Plan can be found on our 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. We aim to personalise communication to suit families. For those who find it difficult to access written documents, we communicate in person, by phone or text.

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

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Transition
Who should I contact about my child/young person joining Saint Mary's Catholic Primary School? For information about admissions, please refer to the school's Admissions Policy or email the main school office: admin@saintmaryscongleton.co.uk. The school complies fully with the Equality Act 2010 and the School Admissions Code 2014 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 Saint Mary's Catholic Primary School? What is involved? We offer transition visits for new reception pupils; however, we encourage the families of pupils with SEND to arrange a separate visit with the Headteacher and school SENCO so that information which specifically relates to your child's requirements can be shared. To make an appointment to visit the school, please call 01260 274690.
How will you prepare and support my child or young person to join Saint Mary's Catholic Primary School and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

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. 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. 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. Some of our pupils 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 excellent links with our outstanding feeder high school, All Hallows Catholic College in Macclesfield, and work very closely with staff. Comprehensive transition procedures take place for pupils transferring to All Hallows Catholic College or to any other secondary setting.

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Additional Information

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

The SENDCo can signpost families to a range of local services and organisations according to their individual needs.

Cheshire East Information, Advice and Support (CEIAS) provides free, confidential and impartial information, advice and support for children and young people with SEND and their parents and carers.

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

Cheshire East Family Hubs provide information, advice and support for families, including services for children and young people with SEND.
When was the above information updated, and when will it be reviewed? September 2026 to be reviewed September 2027
Where can I find the Cheshire East Local Offer? The Cheshire East Local Offer can be found at: Local Offer information for education professionals
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, a member of the senior leadership team or the Headteacher. 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 statement can be found on the school website. Guidance on what to do if you are unhappy with a decision made by the <u>Local Authority</u> regarding a pupil's SEND can be found within the Cheshire East Local Offer.
CONTACT DETAILS FOR SAINT MARY'S CATHOLIC PRIMARY SCHOOL Telephone: 01260 274690 Email: admin@saintmaryscongleton.co.uk
Acronym Glossary
Acronym Meaning
ADHD Attention Deficit Hyperactivity Disorder
APDR Assess, Plan, Do, Review

Saint Mary's Catholic Primary School Local Offer for Special Educational Needs and/or Disability

ASC / ASD	Autism Spectrum Condition / Autism Spectrum Disorder
CEIAS	Cheshire East Information, Advice and Support
CYP	Children and Young People
DLD	Developmental Language Disorder
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
LA	Local Authority
OAIP	Ordinarily Available Inclusive Provision
OT	Occupational Therapist / Occupational Therapy
SALT / SaLT	Speech and Language Therapy / Speech and Language Therapist
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCo / SENCO	Special Educational Needs and Disabilities Coordinator
SEN Support	Support provided by a school for a pupil identified as having SEN
TA	Teaching Assistant