

SAINT MARY'S CATHOLIC PRIMARY SCHOOL

Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



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



SAINT MARY'S CATHOLIC PRIMARY SCHOOL

Our Local Offer for Special Educational Needs and/or Disability



----- Click here to return to the front page -----	
Name of Setting	Saint Mary's Catholic Primary School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 300px;" type="text"/>
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? (IRR)	<p>We are an inclusive mainstream setting catering for <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in</p> <p><input checked="" type="checkbox"/> 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.</p> <div style="border: 1px solid #ccc; height: 150px; width: 100%; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

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



The requirements for the SEND 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:

----- Click here to return to the front page -----
Identification
How will you know if my child or young person needs extra help? (IRR)
<p>We believe children have the right to receive an education, which will enable them to be the best they can be. Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group or their profile against recognised characteristics of specific forms of SEND. School staff receive a regular programme of training to support them in the identification of SEND. Early identification is paramount, and therefore staff working in school monitor the children's progress carefully on a termly basis through pupil progress meetings. The class teacher will discuss their concerns with the SENCO and the child may be put on the school's First Concern's register. 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, the decision might be made to offer class-based support approaches. For example, advice might be offered to the class teacher in order to support differentiation for the pupil or develop Quality First Teaching strategies. For some pupils, in addition to the class-based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils and to plan for provision across the school.</p>
What should I do if I think my child or young person needs extra help?
<p>If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. The class teacher may then seek the involvement of the school SENCO. Alternatively, the school SENCO can be contacted directly, either at the end of the school day, or via the email address provided on the website: admin@saintmaryscogleton.co.uk</p>
Where can I find Saint Mary's Catholic School's SEND policy and other related documents? (IRR)
<p>The school's SEND policy and other relevant policies can be found on the school website by following this link: http://www.saintmaryscogleton.co.uk/statutory/</p>

----- Click here to return to the front page -----
Teaching, Learning and Support
How will you teach and support my child or young person with SEND? (IRR)
<p>The school teaches pupils with SEND in accordance with the Cheshire East Area Local Offer: www.cheshireeast.gov.uk/localoffer</p> <p>It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high-quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and teaching assistants are supported through professional development opportunities to support them in differentiating learning opportunities for the learners in their class. The school has a wide range of intervention programmes available to support children who require support which goes beyond class-based approaches. Some of these intervention approaches are published or commercially available packages of support, such as Plus 1, Power of 2, IDL etc. Others are bespoke/personalised approaches based on best practice guidance, for example social skills groups or precision teaching.</p> <p>For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists or Occupational Therapists. In some cases, these specialists might work in school with the child. Where additional levels of support are required, a personalised support plan is created which will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child’s progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENCO to discuss pupil’s needs in more detail.</p>
How will the curriculum and learning environment be matched to my child or young person’s needs? (IRR)
<p>All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil’s areas of strengths and weaknesses and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information. Any information on pupils with SEND is stored in the central SEND files. Information about pupils’ medical needs is also stored in a file within the class, on the teachers’ server, as well as in a central register kept in the Administration office. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners’ knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners, and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with the SENCO. All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils’ progress takes place during progress meetings with the class teachers, and regular meeting with the SENCO and the parents.</p>
How are Saint Mary's Catholic Primary School's resources allocated and matched to children or young people’s needs?
<p>In order to ensure that Universal Quality First Teaching strategies, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class-based provision. This might take the form of additional physical resources in classrooms e.g. additional</p>

<p>----- Click here to return to the front page -----</p>
<p>Teaching, Learning and Support</p> <p>computers, writing slopes, alternative seating etc. For those requiring provision additional to class-based approaches, funding facilitates the school’s “menu” of intervention programmes. In some cases, it might also be used to provide additional human resource e.g. teaching assistants, therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHC plans). The SEND budget is the responsibility of the Headteacher who is accountable to the Governing Body and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost effectively.</p>
<p>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)</p> <p>When children’s needs are initially identified, a discussion takes place between teachers, parents and pupils (if appropriate). At this meeting, desired outcomes for the pupil will be discussed and the provision or support the pupil’s needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision-making process.</p>
<p>How will equipment and facilities to support children and young people with SEND be secured? (IRR)</p> <p>The school possesses a range of equipment and facilities (e.g. differentiated reading material, Numicon resources, Nesy resources, writing slopes, coloured overlays etc.) to support pupils with SEND and the school SENCO makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating), the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.</p>
<p>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)</p> <p>All school staff have high expectations for all learners. Monitoring of progress takes place on a day-to-day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, daily contact with families takes place, for example through informal conversation at the end of the school day or sometimes on Class Dojo. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings which are held regularly and via the annual school report to parents which is sent home during the summer term (appointments available upon request). For learners with SEND, SEN Support Plans will be discussed with parents at parent-teacher meetings, and for those with EHC Plans, an annual review will be held. Parents are welcome to seek additional appointments to discuss their child’s progress as required.</p>
<p>How does Saint Mary's Catholic Primary School consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)</p>

----- [Click here to return to the front page](#) -----

Teaching, Learning and Support

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 attend meetings with professionals; for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written, video or audio 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 at any meetings. We recognise that there is sometimes a need to protect a pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

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? *(IRR)*

The school's SENCO, along with the Headteacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought annually and collated to inform decisions about future provision.

----- Click here to return to the front page -----

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?

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?

----- Click here to return to the front page -----

Keeping Students Safe and Supporting Their Wellbeing

ADMINISTRATION OF MEDICATION

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. 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

----- Click here to return to the front page -----

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? (IRR)

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?

BEHAVIOUR

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

<http://www.saintmaryscongleton.co.uk/statutory/>

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.

----- Click here to return to the front page -----

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:

<http://www.saintmaryscogleton.co.uk/non-statutory/>

----- Click here to return to the front page -----	
Working Together & Roles	
What is the role of my child or young person's class teacher?	
<p>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.).</p>	
Who else has a role in my child or young person's education?	
<p>The Headteacher oversees the running of the school ensuring that all elements of a pupil's education are in place.</p> <p>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:</p> <ul style="list-style-type: none"> • 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?	
<p>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.</p>	
What expertise is available in Saint Mary's Catholic Primary School in relation to SEND? <i>(IRR)</i>	
<p>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.</p>	

----- Click here to return to the front page -----
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)? (IRR)
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? (IRR)
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?
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? (IRR)
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? (IRR)
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 can be found on the Cheshire East Information, Advice and Support's website: http://www.ceias.cheshireeast.gov.uk/home.aspx

----- Click here to return to the front page -----

Inclusion & Accessibility

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

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

----- Click here to return to the front page -----

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:

<http://www.saintmaryscongleton.co.uk/statutory/>

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.

----- Click here to return to the front page -----

Transition

Who should I contact about my child/young person joining Saint Mary's Catholic Primary School? *(IRR)*

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) *(IRR)*

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.

----- Click here to return to the front page -----
Additional Information
What other support services are there who might help me and my family? (IRR)
The school SENCO can provide details of further support for families. Cheshire East Information, Advice and Support can be accessed by following this link: http://www.ceias.cheshireeast.gov.uk/home.aspx
When was the above information updated, and when will it be reviewed?
October 2020 to be reviewed October 2021
Where can I find the Cheshire East Local Offer? (IRR)
The Cheshire East Local Offer can be found at: https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx
What can I do if I am not happy with a decision or what is happening? (IRR)
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: http://www.saintmaryscongleton.co.uk/statutory/ 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