

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



Aspire to achieve...

Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Lacey Green Primary Academy
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: 150px; height: 15px;" type="text"/>
Specific Age range	4 – 11 years
Number of places	420
Which types of special educational need do you cater for? <i>(IRR)</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; 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.

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).

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

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Identification

How will you know if my child needs extra help? *(IRR)*

At Lacey Green Primary Academy we place an emphasis on the early identification of needs. This includes:

- An intense baseline activity when a child first enters the Academy to ensure that we are aware of entry levels;
- Identifying children who have a significantly greater difficulty in learning than the majority of children of the same age;
- A child making less than expected progress which can result in performing below age related expectations;
- Liaising with parents and other settings prior to admission to Lacey Green Primary Academy;
- SENCO and teaching assistants spending additional time with a new cohort of children or new child to identify any emerging issues;
- Meetings with class teachers, Special Educational Needs Coordinator and English and mathematics subject leaders to identify any emerging concerns regarding individuals or groups.

What should I do if I think my child needs extra help?

If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school Special Educational Needs Coordinator. Alternatively the school Special Educational Needs Coordinator can be contacted directly through the school administrative office or via the email addresses provided on the website.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

The school's SEND policy can be found on the school website - www.laceygreen.cheshire.sch.uk The website provides you with the Equality Policy and other relevant school policies and documents relating to provision offered to our pupils.

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Teaching, Learning and Support

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

The school teaches pupils with SEND in accordance with the Cheshire East Local Offer for SEND which is part of Live Well Cheshire East:

<http://livewell.cheshireeast.gov.uk/>

And the Cheshire East Toolkit for SEND

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>

Lacey Green Primary Academy provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Our aim is to create an environment that meets the special educational needs of each child; to ensure that the special educational needs of children are identified, assessed and provided for; to make clear the expectations of all partners in the process; to identify the roles and responsibilities of staff in providing for children's special educational needs; to enable all children to have full access to all elements of the school curriculum; to ensure that parents are able to play their part in supporting their child's education and to ensure that our children have a voice in this process. This is all done in conjunction with the Cheshire East SEND Toolkit expectations.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, Literacy and Numeracy
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

If our assessments show that a child may have an additional need for support, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are part of those provided as part of the school's usual working practices. This Class based approaches might include visual prompts, alternative forms of recording work, small group or additional resources. This is classed as Quality First Teaching. If additional support is needed then this may lead to 'First Concerns' in line with the Cheshire East SEND Toolkit. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. This may then become 'SEN Support' in line with the SEND Toolkit and will then mean the child is placed on the SEN Register.

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Teaching, Learning and Support

The SENCO will then take the lead in further assessments of the child's needs.

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 Fischer Family Trust (Reading and Writing), Nessy, Rapid Maths, 1st Class Numbers, etc.

For those with significant or complex needs the school seeks the advice of specialists, for example Speech and Language Therapists and Occupational Therapists. In some cases, children will be seen in school by external support services and in other cases children might attend therapy sessions out of school. We will consult parents prior to any support being actioned. If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Authority.

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

Teachers plan their lessons to meet the needs of all pupils in their classes so as to promote learning for all. These plans are reviewed daily, after lessons have been taught, to ensure all children are ready to move on and how they are accessing their learning. The class teachers will be continually adapting and refining the curriculum to respond to the strengths and areas for development of all pupils.

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom with a teacher or teaching assistant.

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include different learning materials or special equipment; some group or individual support; extra adult time to devise the nature of the planned intervention and to monitor its effectiveness. All additional provision for pupils with SEND is overseen by the Special Educational Needs Coordinator, monitoring of these pupils' progress takes place at regular pupil progress meetings held between class teachers and the Senior Leadership Team.

How are the school's resources allocated and matched to children's needs?

In order to ensure that quality first teaching approaches, which are the expectation of provision for all not just 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. laptops, iPads, writing slopes, alternative seating and chair supports, writing overlays. For those requiring provision, additional to class-based approaches, funding facilitates the school's range of intervention programmes. In some cases it might also be used to provide additional human resource e.g. teaching assistants, specialist teaching 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).

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Teaching, Learning and Support

The SEND budget is the responsibility of the Principal and regular discussion and monitoring takes place with the Senior Leadership Team, School Business Manager and Governors Finance and Staffing Sub-Committee to ensure that resources are allocated appropriately and cost efficiently. Additional funding would be sought through the SEND processes in the local authority when sustained school provision was unable to make progress towards the desired outcomes on the child's plan within an agreed time-scale. These children are likely to have complex, specialist high needs in line with the provision explained in the SEND Toolkit.

How is the decision made about what type and how much support my child will receive? Who will make the decision and on what basis? *(IRR)*

Initial discussions will take place with the Special Educational Needs Coordinator, class teacher and parents when a child's specific needs are identified. Desired outcomes and the support and provision for the pupil will be discussed and agreed. On some occasions the school may need to consult with outside agencies to advise on the support required to meet the desired outcomes.

Initial intervention support, followed by First concerns discussions and a First Concerns profile will be the beginning of the process for any child needing any additional support above and beyond our normal whole school interventions.

This can then become SEN Support and an SEN Support plan with smart targets will be completed. This will then be part of an 'assess, plan, do, review' process in line with the Cheshire East SEND Toolkit and the graduated approach.

This will be discussed with parents / carers at all points and all views will be sought.

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

The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, coloured overlays, specific teaching support rooms, etc.) to support pupils with SEND and the school Special Educational Needs Coordinator 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. special seating and tables, IT equipment, large print books, audio equipment,) the school Special Educational Needs Coordinator liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services, Speech and Language services,) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

How will you and I know how my child is doing and how will you help me to support their learning? *(IRR)*

All staff at Lacey Green Primary Academy has high expectations of all pupils. 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 exceeding expectations. When a teacher has concerns about a pupil's progress the class teacher will discuss this with parents either informally at the end of the school day, or by making an appointment with parents to discuss further or during parents evenings. Pupils' progress is continually being monitored by the class teacher and work is differentiated according to ability levels. Formal monitoring takes place during termly progress meetings with the class teacher and Senior Leadership Team. Information and progress from these meetings is then shared with parents through parents meetings, written results showing progress made and through annual reports.

Learners with SEND will be discussed with parents at the parent – teacher meetings and for those with SEN Support Plans or EHC Plans, termly reviews will be held and an annual review will be held for those with an EHC Plan. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day.

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Teaching, Learning and Support

How does the school consult with and involve children with SEND in planning and reviewing their education? *(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. Pupil's 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 through written methods).

Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult and who act as an advocate for them at any meetings. If your child has a SEN Support Plan or EHC Plan their views will be sought before any review meetings.

How does the school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children with SEND? *(IRR)*

The Senior Leadership Team undertake regular monitoring of pupil progress and of the effectiveness of provision. The school works closely with a cluster of schools which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. We regularly ask for the views and opinions of parents and other stakeholders through surveys and curriculum workshops.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child stays safe outside of the classroom?

Pupil safety at Lacey Green Primary Academy is paramount. The school judges its provision to ensure that pupils feel safe to be outstanding overall. The principles of the Children Act and Every Child Matters underpin all our work. Through ensuring that statutory policies and procedures are in place, rigorously adhered to with regular training for staff (Safeguarding training and child protection training) the school ensures that the pupils are in an environment where they feel safe. At the start of the day, a teacher is in the Reception and Infant playgrounds to welcome the children into school and pupils go directly into their classrooms ready for registration. At the end of each day in Reception classes and Infant classes, teachers 'hand over' each child to known parents and carers. Children in the Juniors are met in the Junior playground by their teacher and taken into school. At the end of the day teachers oversee their class dismissals. Throughout the school day doors remain shut and can only be opened from the outside by a fob system. The school has an electronic signing in system which must be used for all staff, visitors, any late pupil arrivals or early leavers. All staff and visitors must wear lanyards. Gates remained locked during the school day and access to the building and site is through the reception area only. Some pupils with SEND and complex learning or physical needs may need one to one adult support. These pupils will be met in the morning by an adult, usually their one to one support teacher, who will then accompany them into school.

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Keeping Pupils Safe and Supporting Their Wellbeing

At break times we have two members of staff 'on duty' in each playground plus any adult who is supporting a child with complex and/or physical needs. During lunchtimes we have midday assistant supervision and there is always a member of the Senior Leadership Team 'on duty'. We have peer mediators and play leaders to support active, happy playtimes in the Junior playground.

Lacey Green Primary Academy carries out regular risk assessments of our outdoor play areas and for specific curriculum activities indoor and outdoor. Ensuring the children will be kept safe is our priority when we take pupils outside of school on visits and residential s. We undertake a risk assessment on all trips/visits prior to the visit taking place. These are shared with the Principal, and with Governors when visits are residential. The school uses the Local Authority Evolve system for risk assessment, an electronic system which ensures the use a clear audit trail for the planning and approval of all visits by the staff.

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

The school sets the highest of expectations for behaviour and conduct around school. As a consequence, pupils' behaviour is exemplary. Pupils are thoughtful, courteous and respectful. They are supportive of one another and are generally aware of each other's needs. The strong, positive ethos of the school is such that pupils quickly become adept at managing their own behaviour; this is evident in classroom situations but also at lesson changeover times, in the dining room and in the playground. Movement around the school is calm, orderly and purposeful.

The behaviour policy is highly effective. Pupils are fully aware of the school's anti-bullying policy and practice and aware that any form of bullying, including cyber-bullying and prejudice-based bullying, is not tolerated. Within the school we promote strong relationships and mutual respect but also have a robust and well-monitored system of responding to any aspects of bullying or intimidation. The ethos of the school and the effective behaviour policy help to ensure that pupils feel safe at all times. In addition, through the curriculum and other strategies we aim to ensure that all pupils learn about how to be safe and how to stay safe. Within assemblies, PSHCE and other subject areas, pupils are taught about risks and what constitutes unsafe situations. A range of special events and visiting speakers helps to ensure high quality provision. For example, there are regular visits by the local Police Community Support Team. The programme includes: crime and consequence, cyber safety, anti-social behaviour, stranger danger and road safety.

Pupils are equipped with strategies to make friends, resist peer pressure and deal with bullying in the PSHCE curriculum. The mentoring system and the overall development of the role of our older pupils has had a positive impact on the behaviour and the safe feeling of children in the school. Pupils are made aware that they can also approach any adult if they wish to discuss anything.

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.

How will the school manage my child's medicine or personal care needs?

We have a legal duty under the Children and Families Act 2014 to support pupils with long-term medical conditions such as diabetes, asthma and epilepsy, and we will ensure that these children have full access to the curriculum, all sporting activities and educational visits so that they can play a full and active

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Keeping Students Safe and Supporting Their Wellbeing

role in school. We work closely with parents/carers, health and social care professionals to ensure effective individual health care plans, monitoring, reviewing and updating procedures are in place to support children with long-term medical conditions. We want parents to feel confident and reassured that we provide effective support that involves:

- having good links with local health and social care services;
- allowing children easy access to their inhalers and medication;
- administering medication when and where necessary;
- not ignoring the views of children, parents and medical professionals;
- allowing children to participate in all curriculum, sporting and school activities;
- providing assistance when a child becomes ill;
- allowing children with medical conditions to take drinking, eating or toilet breaks when and where necessary;
- not penalising a child for poor attendance due to their medical condition;
- dealing with children's social and emotional problems linked to their medical condition;
- building confidence and promoting self-care.

Appointed staff can administer medicines to children only if the child's parent has filled in a consent form and the medicine is clearly marked with the child's name. Our protocol for the administration of medicine is available on our website. Children who require on-going and/or medication for more serious medical needs will be assigned a trained member of staff who will administer medications regularly. Individual Health Care Plans are written in conjunction with the school and parents for a child with on-going or more serious medical needs. The details and photographs of children with serious medical needs or allergies are displayed on the staff kitchen wall. All staff receives First Aid Training on a regular basis and training for any specific needs, eg: epilepsy, diabetes, epi-pen, asthma is carried out when required.

Our 'Intimate Care Policy and Guidelines' have been developed to safeguard children and staff. They apply to everyone involved in the intimate care of children. We believe intimate care is any activity such as feeding, oral care, washing, changing clothes, toileting, first aid and medical assistance, comforting and support, and supervising intimate self-care that is required to meet the personal needs of a child regularly or during a one-off incident. We have a duty to safeguard children and school personnel at all times. We endeavour to develop independence in each child but on those occasions when children need assistance they must feel safe, have personal privacy, feel valued, are treated with dignity and respect, are involved and consulted about their own intimate care with school personnel that are specially trained in intimate care procedures. We have three disabled toilets in school and appropriate training is given to support staff should intimate care become a requirement. We treat every child as an individual treating them gently and sensitively as possible.

What support is available to assist with my child's emotional and social development? *(IRR)*

Personal, social and emotional well-being is at the heart of our curriculum and the daily life of the school. The class teacher has overall responsibility for the pastoral and social care of every pupil in the class, therefore this would be the parents' first point of contact. Staff promote an environment in which positive

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Keeping Students Safe and Supporting Their Wellbeing

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 provides nurture sessions with a named teaching assistant, where a child may work in a small group to develop the skills they need to work on. For more complex needs, the school may seek the services of other agencies, for example Child and Adolescent Mental Health Services (CAHMS).

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

It is a primary aim of Lacey Green Primary Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It is very rare that we consider exclusion for any pupil. A copy of the school's behaviour policy, which also includes information about exclusion, can be found on the school website.

We take steps to maintain and improve attendance. We consistently work towards a goal of 100% attendance for all children and we celebrate individual pupil 100% attendance.

Every opportunity is used to convey to pupils and their parents or carers the importance of regular and punctual attendance. Attendance is closely monitored by the Senior Leadership Team and procedures are in place to support any pupil and their family who continually fail to be punctual to school or are demonstrating unacceptable attendance.

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Working Together & Roles

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

The role of the class teacher is to take responsibility for the education and welfare of a designated class of children and be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities. More specifically:

- To ensure that all pupils have access to Quality First teaching and that the curriculum is adapted/differentiated to meet your child's individual needs
- To check on the progress of your child and identifying, planning and delivering any additional help your child may need
- To ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- To promote the aims and objectives of the school and maintain its philosophy of education.

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

The Principal oversees the running of the school, ensuring that all elements of a pupil's education are in place.

The school Special Educational Needs Coordinator has responsibility for co-ordinating the provision for pupils with SEND. This will include allocating teaching and teaching support staff to work with small groups, classes or individual children in order to address their specific needs, organise assessments as required, and will host formal meetings such as meetings with parents and annual reviews.

In addition to the class teacher, the Principal and the SENCO, pupils might come into contact with the following people:

- Curriculum specialist teachers
- Outside Agency support staff
- Teaching assistants
- Support staff
- School nurse (parental consent required for any contact)
- Volunteers/parent helpers
- Associate teachers on placement
- Midday supervisors
- Peripatetic music teachers

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Working Together & Roles

How does the 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?

All class teachers, teaching assistants and adults regularly working with an individual child will be aware of the child's EHC Plan and there are regular opportunities for the content of these to be shared at termly SEN meetings with the Head Teacher/Special Educational Needs Coordinator.

We use a password protected integrated information management system for all electronic data in school which highlights pupils SEND and medical needs to all staff who log into the system.

What expertise is available in the school in relation to SEND? (IRR)

The Principal is a qualified Special Educational Needs Coordinator and has many years' experience in primary schools managing pupils with a wide range of specific learning difficulties. The Special Educational Needs Lead role is currently being shared between an experienced SLT member and a full time class teacher: the KS2 SENDCo, who is also the Deputy Headteacher, has gained the NPQH, and has extensive experience teaching and dealing with all pupils across the primary age range as well as children with Special Educational Needs; the KS1 SENDCO has previously taught a range of children with varying special needs and is currently studying for the NASENCO Qualification. In addition, all school staff have a good awareness of SEND through regular staff meetings. We are a Dyslexia Friendly school, 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, speech and language needs, behaviour, etc. We work with other schools within our Educational Partnership to develop skills and knowledge. The Special Educational Needs Coordinators, in the Wilmslow Educational Partnership, meet regularly to discuss and support the provision of SEND in the locality. The school SENCO attends cluster meetings lead by the Cheshire East Educational Psychology Service and by the Cheshire East Autism Team.

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

The school works closely with a wide range of services. We have links with health professionals, for example, school nurse, Autism team, Child and Adolescent Mental Health Services (CAHMS), Speech and Language Therapy and Occupational Therapy. We work closely with social care teams as necessary, including family support service workers. We organise multi-agency meetings to discuss pupil's needs as necessary (Early Help Assessment) to ensure good communication and clarity 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?

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 Principal, Head of School or SENCO. If you are still not happy you can speak to the school SEN Governor.

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Working Together & Roles

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

The school's KS1 SENCO is Miss Cooke and KS2 SENCO is Mrs C.Jones. They can be contacted via the office.

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

The school governors have 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 monitor the provision made for pupils with SEND. The Governors agree priorities for spending within the SEN budget with the overall aim that all pupils receive the support they need in order to make progress.

How will my child be supported to have a voice in the school *(IRR)*

Every effort will be made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to them. For some, it might mean they are supported to express their view in alternative formats e.g. through writing, drawing or audio means. We have an active school council, made up of pupils representing every class, who meet regularly to share the views of their peers. Pupils contribute to the decision making process and are able to suggest improvements to the school.

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

We welcome parent support in school. Parents are encouraged to support their pupil's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their pupil's teacher regularly. Parents are encouraged to take an active role in the school. A number of parents volunteer in school to hear readers, accompanying trips, bake with the children, etc. All parents are members of the PTA and there are opportunities to join the PTA committee, when there are vacancies. The PTA committee organise events and fundraise on behalf of the school. Parents are encouraged to become Parent Governors through a democratic process and we regularly promote questionnaires gaining parents views

What help and support is available for the family through the school? *(IRR)*

There can be paperwork to complete for parents of a child with SEND. The SENCO will provide support to the parent as required. This might be completing forms with parents; helping with the wording or signposting them to agencies that can help, such as parent partnership.

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Inclusion & Accessibility

How will my child 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 visits etc. 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, 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 the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Yes, there are ramps to allow wheelchair users to access parts of the school so that all areas are accessible.

Are disabled changing and toilet facilities available?

Details (if required)

Yes, there are 3 disabled toilets, one of which has a shower and 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

Every effort will be made to provide reasonable adjustments to ensure that its facilities are accessible. Our **Equality Statement** can be found on the school website: www.laceygreen.cheshire.sch.uk

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Inclusion & Accessibility

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.

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Pupils with SEND are supported to access the facilities available to their peers, for example by providing additional adult support for activities when necessary.

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Transition

Who should I contact about my child joining your school ? *(IRR)*

For information about entry please email the main school office (admin@laceygreen.cheshire.sch.uk) who will discuss the entry process with you. Our Admission Code is clearly explained on our website: www.laceygreen.cheshire.sch.uk . The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 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 your school? What is involved?

We welcome visits to school at any time although all visits need to be arranged with the school office or Principal prior to the visit. Please contact the school Administrative Office (admin@laceygreen.cheshire.sch.uk) to arrange a meeting to discuss how the school could meet your child's needs. We offer a range of transition visits for new Reception pupils; however we encourage the families of pupils with SEND to arrange a separate visit with the Principal and the SENCO so that information which specifically relates to your child's requirements can be shared. The Special Educational Needs Coordinator and Early Years Leader meet with parents of children with additional needs and will also meet with the child's key worker in order to facilitate a smooth transition.

Our Local Offer for Special Educational Needs and/or Disability

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Transition

How will you prepare and support my child to join your school and how will you support them to move on to the next stage of education. **(IRR)**

Prior to entry to school, families visit for an informal tour with the Principal. In addition to the transition events for all pupils, for those pupils with SEND, families will be invited to meet with the SENCO to share information about the child's SEND and the provision which may be necessary. For those with a high level of need or an EHC Plan, we would want to hold a multi-agency transition meeting which is an opportunity for families and professionals to share information and for actions to be planned to ensure that the pupil is appropriately supported for transition to our school.

We recognise that 'moving on' can be difficult for a pupil with SEN and/or disabilities and take steps to ensure that any transition is as smooth as possible. If your child is moving to or from another setting we will endeavour to ensure that all records about your child are received from the other setting or passed on if moving to another setting.

If your child is moving to another school:

- We will contact the new school's Special Educational Needs Coordinator to ensure the school 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.

Transfer to Secondary School

- The Special Educational Needs Coordinator will ensure that the specific needs of your child are discussed with the Special Educational Needs Coordinator of their secondary school.
- 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. We work closely with families and the new setting to ensure consistency of information. We enjoy good links with our local high school, Wilmslow High School, and work closely with the SEND department and staff.

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Additional Information

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

The school the Principal or the Special Educational Needs Coordinator can provide details of further support for families.
Cheshire East Local Offer for SEND which is part of Live Well Cheshire East: <http://livewell.cheshireeast.gov.uk>

Our Local Offer for Special Educational Needs and/or Disability

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Additional Information

Parent partnership can be accessed by following this link: https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx
Cheshire East family information service is an impartial one stop shop service for parents and carers of children 0-19 – www.cheshireeast.gov.uk/fis

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

September 2020 – to be reviewed September 2021

Where can I find the Cheshire East Local Offer? *(IRR)*

The Cheshire East Local Offer for SEND which is part of Live Well Cheshire East can be found at: <http://livewell.cheshireeast.gov.uk>

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 Principal, Head of School, or the Special Educational Needs Coordinator. Details of these people are listed below. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on the school website: www.laceygreen.cheshire.sch.uk

If a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, disagreement resolution and mediation services are available. As a last resort, an appeal can be made to the First-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England

Guidance on what to do if you are unhappy with a decision made by the Local Authority regarding a pupil's SEND can be found within the Cheshire East Local Offer (see above).

CONTACT DETAILS FOR LACEY GREEN PRIMARY ACADEMY

Principal : Mrs L Dooley Tel: 01625 525157 email: head@laceygreen.cheshire.sch.uk
Head of School: Mr S Shaw Tel: 01625 525157 email: head@laceygreen.cheshire.sch.uk
Special Educational Needs Coordinator: Tel: 01625 525157 email: sendco@laceygreen.cheshire.sch.uk