

# 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



# Our Local Offer for Special Educational Needs and/or Disability

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<b>Name of Setting</b>	
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" 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 type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input checked="" type="checkbox"/> Other (Please Specify) <input style="width: 200px; height: 15px;" type="text"/>
<b>Specific Age range</b>	
<b>Number of places</b>	
<b>Which types of special educational need do you cater for? <i>(IRR)</i></b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><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.</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in</p> <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 5px;"></div> </div> </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).

### 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? *(IRR)*

Children will be identified as needing additional help and support as early as possible following concerns raised by a parent/carer or school staff working with the child. This may be a result of concerns about the child's wellbeing and social interaction, or due to them making limited academic progress. Our school works with parents, other schools, pre-schools and external agencies to gather as much information as possible about a child before they enter the school and throughout their time here. We also work closely with the child ensuring their opinion is valued throughout the entire process. The class teacher will discuss areas of concern with the SENCO and will make a careful assessment of the child's needs.

The class teacher is responsible for the delivery of the curriculum through quality first teaching to all children within their care. When a child is first identified as showing a particular need in the development of their learning, the class teacher must complete a First Concerns assessment sheet from the Cheshire East SEN Toolkit, identifying and evidencing all approaches that have been explored with that child.

A child who has not fully responded to QFT may then be given support individually or in a group using an intervention such as, Nurture, Writing Group, Maths Catch up or Precision teaching or a more personalised intervention where necessary. At this point, the parent/carer is informed that their child will be taking part in the programme and be invited into school to discuss the best way they can support their child. Evidence of the child's participation in the programme will be recorded along with any assessments which have taken place at the beginning and end of the programme.

After a period of intervention and additional support, if concerns still remain, the child may be placed on the SEN register and given an SEN support plan to address their individual needs. The teacher decides on specific individual learning targets which need to be addressed with the support of the teaching assistant and monitored by the SENCO. They are agreed upon with the input of the child and parents and will consider how parents can offer support at home.

The support plans are reviewed three times a year and during these reviews, the child involved is given the opportunity to discuss and review their achievement in relation to specific learning objectives. Consideration will be given to each child's wishes and we will strive to accommodate their preferences regarding working in the classroom or beyond.

Outside agency support is sourced if required throughout this process for support and advice.

##### What should I do if I think my child or young person needs extra help?

The school has an open-door policy and appointments can be made with class teachers/ SENCO/ Head Teacher at any point in the academic year to discuss any issues which arise. School offers a minimum of two parent contact evening opportunities where any issues may also be discussed.

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

The school's SEND policy can be found on our school website <https://www.stmarysmiddlewich.cheshire.sch.uk/page/?title=SEN&pid=11>

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### Teaching, Learning and Support

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

The school aims to ensure that all children are supported to learn in an inclusive environment. The teachers ensure that there is clear differentiation within lessons and incorporate different learning styles and approaches to promote learning. The school has a wide range of intervention programmes which support children who require additional support such as nurture, Writing Groups, Precision teaching, and Maths Catch up. School provides extra 1:1 and small group teacher support for children with individual needs.

We use a whole school provision map to ensure organisation of support and staff are allocated effectively. The school will work with outside agencies and specialists wherever required to ensure that the needs of a child are met. If a child requires a specific SEN support plan, the child and parent/ carer will be fully involved in the creation of the plan and during subsequent reviews of the progress made.

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

Children are supported to access the curriculum through differentiated learning and groups which are flexible to different curriculum areas so that individual learning needs are met as closely as possible. This supports children to address any gaps in their learning and make progress. Teachers use a variety of individualised strategies to ensure that any barriers to learning are overcome. School is committed to adapting the learning environment to meet the needs of all children, such as providing wheelchair access throughout the school. Equipment is provided and sourced to support individual needs to access the curriculum and promote inclusive opportunities. Furthermore, the individual classroom environment is adapted to meet the needs of children such as using visual prompts and personalised spelling and word banks. If any additional provision is provided for a child, the effectiveness of the approach or strategy is closely monitored by the SENCO and class teacher and the child's progress is monitored throughout the school year.

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

The school strives to ensure that resources are carefully allocated according to the needs of pupils. Wherever required, the school will work closely with external agencies to obtain specialist personalised equipment. The school regularly reviews the allocation and effectiveness of resources to meet the needs of children. The school budget for SEND provides extra funding for resourcing and adult support. If pupils require support beyond what the school budget has allocated, the school will request from Local Authority top up funding, supported by evidence gathered from the class teacher, SENCO and other professionals working with the child.

#### 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)*

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### Teaching, Learning and Support

The school works closely with teachers, parents, children and any relevant agencies to decide on what type of support the child will receive and how this will be implemented. We will discuss the range of provision and support available and decide which will meet the needs of the child most effectively. The support given will be continually evaluated and reviewed to consider the progress the child has made in a specific area of learning.

Throughout the entire process the child and parents/ carers will be fully involved and their opinions and views will be greatly valued.

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

School will assess each child's needs on an individual basis and will ensure if possible that any equipment required is obtained to ensure the child can access learning and participate in all areas of wider school life. The school will work with other external agencies such as occupational health to explore the most effective equipment and facilities for a specific learning need. The school uses a variety of resources and equipment to support children's learning needs such as differentiated reading books, writing slopes and pencil grips. The school is wheelchair accessible throughout the premises and has disabled toilet facilities.

### 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)*

The progress all children have made is continually monitored during each school day and is more formally monitored through our school tracking system. If there are areas of learning where children are not making good progress, these are identified and strategies are implemented to provide support for that child.

Teaching staff will communicate with parents to identify any areas of concern and work together to decide on how to overcome any difficulties. These may be implemented into an individual SEN support plan which will offer advice and guidance for parental support. Schools liaise with local support services to offer parental support and guidance and offer annual education evenings to discuss different strategies and practice used in school.

Where required, teachers engage with parents on an informal daily basis to discuss their child's progress and achievements during the day and appointments can be made with the teacher, SENCO or Head Teacher to discuss any specific concerns. The school takes necessary measures to ensure that any barriers to communication with parents are overcome. Parents are informed of their child's progress and targets during parent contact evening opportunities and through the annual school report. The school provides guidance to parents/ carers on expected progress and specific guidance about calculation strategies and other support guidance are provided on the school website.

<https://www.stmarysmiddlewich.cheshire.sch.uk/page/?title=SEN&pid=11>

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

All children's views and opinions are sought and valued in our school. They are actively involved in setting targets on their SEN support plan and discuss and assess the progress they have made during the review process. Children are supported to engage in this process in an accessible and individualised way to ensure they

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### Teaching, Learning and Support

can communicate their views and opinions. Wherever necessary, children are given specific time during the school day which is linked to an adult or peer to ensure that their views are heard and acted upon.

### How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The school continually evaluates the impact of intervention programmes and explores different strategies to maximise progress for pupils. The progress of individuals is monitored across the school and the impact of strategies and provision is reviewed and evaluated. Staff and governors discuss the progress of children with SEND and this information is shared at parent contact evenings and on the annual report in addition to informal parental meetings. Parents and pupils are also involved in reviewing support plans 3 times a year and making suggestions for further action. Furthermore, the school has a parental and pupil questionnaire and any specific SEND concerns raised through this are taken into consideration and addressed.

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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?

In order to help children to keep safe, risk assessments are carried out to outline any areas of concern and measures are taken to limit or control these including residential risk assessments which are submitted to Cheshire East Council review. If necessary, specific support is given throughout different parts of the school day through a key designated member of staff during playtimes and at the beginning of the school day for meet and greet arrangements. All members of staff are informed of specific needs and training is provided where appropriate including staff being basic first aid trained and a set number of adults being Level 2 trained. If required, individual adaptations are made to educational visits or residential experiences to ensure the inclusion and safety of all children.

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

Our school places a strong emphasis on pastoral support and understands the importance of supporting the social and emotional wellbeing of all children. The school uses social stories, class worships, circle times and assemblies to promote friendships and positive social interaction. We also have a Nurture and Hub space in school that the children can access with adult supervision when time away from the classroom for relaxation, sensory overload or nurture activities are required. Some children are provided with 1:1 or small group support to address a specific need and develop social skills. Children are supported to develop positive relationships with others through a school buddy system between Reception and Year 6 children which supports the transition of children into our school. Other opportunities for buddying through the school are used where necessary to support children's social and emotional development and sibling support is provided where necessary. The school council regularly meets to discuss opinions and views,

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### Keeping Students Safe and Supporting Their Wellbeing

which are valued and acted upon and children are given various other responsibilities to increase their confidence and self-esteem. The school places a large emphasis on sport for all and takes an active role in organising local events and festivals as well as promoting community cohesion events. The school has a behaviour policy which includes an anti-bullying policy which is available on the school website: <https://www.stmarysmiddlewich.cheshire.sch.uk/page/?title=Policies&pid=30>

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

The school has a specific policy for the administration of medicines which is outlined on the school website: <https://www.stmarysmiddlewich.cheshire.sch.uk/page/?title=Policies&pid=30>

Where required, personal care plans are created with discussion between the school, health professionals, parents and children and additional adult support is provided if required. These plans are reviewed to ensure all needs of the child are being met. All staff are trained in basic first aid and are aware of the Critical Incident Policy which outlines the procedures to follow in an emergency. Members of staff are trained in specific areas, for example, EpiPen training, epilepsy, diabetes and catheterisation. Staff in school are experienced with assisting children to become independent in their toileting and would ensure that children's privacy and dignity remain paramount at all times. The school works alongside parents in the support of medical appointments and provide out of school learning if required.

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

The school endeavours to promote an ethos of care and support to ensure children's social and emotional development is at the center of everything we do. All staff support the development of positive relationships and provide children with the strategies and tools to manage their emotions in social situations. We have adult support in the form of SEN Teaching Assistants and Higher-Level Teaching Assistants to support children to develop self-esteem through journaling, managing emotions, social stories and nurture.

We work very closely with Social Care providers to support children in their social and emotional development, including presiding over CAF's and attending all necessary Child in Need and Child Protection meetings. Furthermore, the school is able to use links with local High Schools and other external agencies to source learning mentors for children. We have a breakfast club each morning to start the school day which enables children to have breakfast and develop relationships with their peers.

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

We have a clear behaviour policy which can be accessed at: <https://www.stmarysmiddlewich.cheshire.sch.uk/page/?title=Policies&pid=30>

The school places a great emphasis on establishing a positive ethos that supports children to achieve their full potential. We do this in a variety of ways through developing positive relationships with children and parents, house point systems and weekly courtesy awards. The children are able to take

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### Keeping Students Safe and Supporting Their Wellbeing

ownership of their behaviour as they have collaborated on our Bee Attitudes, which they are encouraged and supported to follow. When children are finding it difficult to follow the behaviour policy, we will look at how we can address this on an individual basis. We will work with the child and parents/carers to understand the cause of the behaviour and use different strategies to enable them to manage their behaviour. Individual behaviour plans are established where necessary and implemented and reviewed regularly. The behaviour policy is reviewed on a cycle basis with the whole school community and parents are given a copy in the home/school booklet.

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### Working Together & Roles

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

The role of class teacher is to ensure the academic, social and emotional wellbeing of the child. They check on each individual child's progress and plan and deliver any additional help that the child may need. They plan the use of resources and equipment and work closely with teaching assistants to ensure children are given individualised support. Where required, they will write and review the SEN support plan targets, including the involvement of all parties. They work closely with outside agencies and other support staff to work towards meeting needs of the child. They follow the procedures of the SEND Policy in all aspects of their classroom ethos. Other suitably trained adults may work with children with SEND to help deliver specific interventions or targeted activities. All relevant appropriate information is shared with staff working with specific children, including teaching assistants, midday assistants and other support staff.

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

The school SENCO is responsible for co-ordinating the provision for children with SEND in the following ways:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Discuss child's progress and host formal meetings such as annual reviews.
- Providing support and advice for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The Head Teacher is responsible for:

- Overseeing the day to day management of all aspects of the school, this includes ensuring that the needs of children with SEND are met.
- They will ensure that the Governing Body is kept up to date about any issues in school relating to SEND.

Teaching assistants will also work with your child and may run intervention programmes with guidance from the SEND coordinator or support in the classroom environment on a group or 1:1 basis. A wide variety of external agencies may work with children with SEN according to individual need and parental/ carer permission will be sought as required.

#### How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

The school ensures that any members of staff working with a child with SEND will have access to their EHC or individual SEN support plan. They will have regular opportunities to discuss the child's progress and attainment and contribute to reviews with all other relevant parties.

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### Working Together & Roles

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

All staff have a good awareness of SEND through training at staff meetings and they promote disability awareness at all times. The school SENCO is a qualified teacher and currently studying for the NPQ SENCO.

Other members of the senior leadership team and teaching staff have attended SEN development training. The school have specific experience with educating and supporting children with wide ranging need such as, children with autism, severe allergies, toileting difficulties, and mobility difficulties.

School has a member of staff trained to provide medical assistance. School continually sources professional guidance to further their knowledge and expertise in areas appropriate to need.

#### 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 closely with a variety of services and outside agencies whenever required to meet the specific needs of an individual child. This includes our strong links with health and social care teams, local authority support services and voluntary organisations. School provides access to outside agency services through the school and arranges multi-agency meetings to discuss individual children and their needs.

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

If you want to discuss any concerns or worries you can speak to your child's class teacher either informally at the end of the school day or can arrange an appointment. Parents can also approach SENCO for any advice or guidance in matters relating to SEND.

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

The school SENCO is Laura Dziamarski and can be contacted via [ldziamarski@stmrc.uk](mailto:ldziamarski@stmrc.uk)

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

The school has a designated governor for SEND and they meet regularly with SENCO to discuss progress and provision. The governors contribute to the agreement for spending within the SEN budget to ensure children receive support they need in order to make progress.

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

We ensure that children's thoughts, feelings and opinions are of paramount importance in our school and ensure that they are supported to contribute to their individual SEN support plans. In addition, all children contribute to our policy development to ensure their voice is heard and

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### **Working Together & Roles**

acted upon. The school has a children's questionnaire in which children can give their opinions and can consistently do this throughout the year with class school council meetings.

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

The school has an open-door policy which welcomes the involvement of parents in all aspects of school life including supporting with activities in school such as reading and participating in school educational visits. The school has a PTA which works diligently to raise funds for the school and organises school community events such as Sports and Gala evenings. The school involves parents with behaviour policy update and follows guidance in the selection of parent governor.

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

The school endeavours to support families in all areas as well as directing them to appropriate agencies and local services. The school supports parents/carers in sourcing transport to and from school. We work closely with Family Support Workers and local services. School provides a variety of opportunities for parental engagement, such as a whole school nativity, open afternoons and celebrations of children's achievements.

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### Inclusion & Accessibility

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

The school endeavours to ensure that our school and facilities are accessible to everyone. School provides a wide range of before and after school activities which are accessible to all, such as breakfast club, choir, and multi sports, some of which are free. Each residential or educational visit is organised and adapted to include all the children attending.

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

Is the building fully wheelchair accessible?  Details (if required)

Are disabled changing and toilet facilities available?  Details (if required)

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

Details (if required)

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

- The school building is fully wheelchair accessible with appropriate toileting facilities and there is disabled parking available. The school has invested in ICT equipment to provide greater visual opportunities and interpreters are used by the school to help communicate with families learning EAL. We communicate with parents/ carers in a variety of ways including newsletters, emails, flyers and texts. Please find our accessibility plan at the end of this document.

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### Transition

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

The school website provides access to contact details and the school admissions policy.

<https://www.stmarysmiddlewich.cheshire.sch.uk/page/?title=Policies&pid=30>

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

We do not host specific dates for open days. Parents can arrange a visit to our school by contacting the school office.

#### How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

There are a number of opportunities for parents to visit the school including attending open afternoons. Before joining our school, parents are invited to visit the school and discuss any concerns with the Head Teacher or SENCO. The school collects information from all new parents about their child's needs, allowing them to prepare for the smooth transition. If your child has a higher level of need, we will work with other agencies to ensure that they receive the appropriate provision and support. On joining our Reception class, staff will visit previous settings to gather and share information. We hold information evenings for new parents before the beginning of the school year. We also have a buddy system between Reception and Year 6 children which enables them to build positive relationships with their peers and settle into all aspects of school life. We hold transition meetings for the move from Reception to Year One. On leaving St. Mary's, staff work closely with secondary professionals and other schools to share all relevant information and make individualised plans for any need in provision. Children are supported in their transition to High School by making visits with their peers, attending social events and retreat days.

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### Additional Information

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

Support services are offered to parents depending on their individual need. Parents and carers can contact the Cheshire East Information and Advice Service (CEIAS), for further support or advice at: <http://www.ceias.cheshireeast.gov.uk/home.aspx>

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

May 2026

Reviewed May 2027

#### 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)*

St. Mary's welcomes constructive dialogue with parents to enhance its provision. We communicate with parents regularly to overcome any issues or problems and parents can formally contribute their thoughts to the parental questionnaire. A complaints policy is available at <https://www.stmarysmiddlewich.cheshire.sch.uk/page/?title=Policies&pid=30>

### St Mary's School Accessibility Plan

At St Mary's we aim to provide a fully accessible environment and have an ethos of inclusion for all pupils, staff, parents and visitors inclusive of their age, education, physical, sensory, social, spiritual, emotional and cultural needs.

This plan outlines how St Mary's intends to monitor and improve the accessibility of our school for disabled pupils, staff, parents/carers and visitors. We are committed to supporting inclusion for all in accordance with the Equality Act 2010.

Through our accessibility plan we aim to:

- Ensure all children with a disability have full access to the curriculum.
- Monitor access to the physical environment of the school.
- Improve the delivery of written information to pupils, staff, parents and visitors.

<b>Area of accessibility</b>	<b>Current Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Assess/ Review</b>
Ensuring the needs of children with SEND are met	Write and review targets for children with SEND on SEN support plans  Involve children/ parents in the process.	Termly review of targets	Teacher	Monitor and review targets.  Monitor pupil progress and attainment.

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Ensuring full access to the curriculum	Children have access to a differentiated curriculum and additional personalised provision where necessary.	Ongoing	Teacher	Evidence in weekly planning of differentiation, evidence of provision maps.
Access to the wider school curriculum and school life	Residential visits, educational visits breakfast club and after- school clubs adapted to ensure all children can access.	Ongoing	Teacher Headteacher	All children supported to participate in wider school life.
Access to appropriate resources	Appropriate equipment and resources sourced or provided to support all children's learning needs.	As required	Teacher Headteacher SENCO	Resources provided as required.
Ensure that disabled parents are	Requirements of disabled parents	Ongoing	Headteacher Teacher SENCO	Parents involved in all aspects of school life.

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supported to be involved in their child's education.	identified and addressed.			
Ensure that the medical needs of all pupils are met.	Identify training needs and source training as required. Liaise with outside agencies.	As required	Headteacher	Staff trained to meet needs of child with SEN and/ or disability.
Ensure that the school is wheelchair accessible.	School building is fully wheelchair accessible for pupils.	Ongoing	Site Maintenance Officer	Building wheelchair accessible.
Enable access to information for pupils, staff, parents and visitors.	School website being updated and increasingly utilised to communicate with pupils, staff parents and visitors.  Newsletters are emailed and published on the school website	Ongoing	Headteacher  IT Subject Leader  Office Administrator	Pupils, parents, staff and visitors having access to relevant information.



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