

Bosley St. Mary's CE Primary School
Special Educational Needs and/or Disability Information Report and Local Offer

Bosley School Christian Ethos Statement

Bosley St. Mary's CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We are inspired by the words in Philippians 4:13, "I can do all things through Him who strengthens me." Our Christian values create a safe, nurturing space where all are respected, valued, and enabled to succeed and flourish in God's love.

I can do all things through Him who strengthens me.

We use our Bosley Bear to help us remember our values:

- Believing Being the best we can be
- Encourage Encouraging each other to shine
- Achieve All joined in love and friendship
- Relationship Reaching for the knowledge to
- Serve Succeed and flourish in God's love



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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



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Name of Setting	Bosley St. Marys CE 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 type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 100px; height: 20px;" type="text"/>
Specific Age range	3 - 11 years
Number of places	56
Which types of special educational need do you cater for? (IRR)	<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? (<i>IRR</i>)
<p>There are different ways we know if a child needs extra help, including:</p> <ul style="list-style-type: none">▪ Concerns raised by parents/carers, teachers, teaching assistants or the child's previous school▪ A child's academic progress is not in line with their peers or their previous progress▪ A child themselves asks for help▪ There is a change in the child's progress, behaviour, or emotional wellbeing▪ An external agency has identified a need▪ A health diagnosis through a paediatrician or specialist <p>Children with a special educational need and/ or disability are identified and supported as soon as possible. Throughout the rest of this document, we will refer to SEND which is the acronym for Special Educational Needs and/ or Disabilities.</p>
What should I do if I think my child needs extra help?
<p>Parents are the experts on their child, and we work in partnership with you to support their learning journey. If you have any concerns then please speak with your child's class teacher, the SENDCO or headteacher. We have an open-door policy - there is always a member of staff available on the playground before and after school, and a longer appointment can be arranged.</p> <p>Your child's class teacher may ask the SENDCO to get involved. She is available in school most of the week and her office day is Thursday.</p>



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

- Our website details our SEND provision: <http://bosleyschool.co.uk/page/sen/12706>
- Our SEND Policy (and other school policies) can be found here: <http://bosleyschool.co.uk/page/policies/6654>
- Bosley St Mary's is part of the Chester Diocesan Academy Trust family of schools. Our SEND policy is informed by the trust's Statement on Special Educational Needs and Disability which can be found here: <http://bosleyschool.co.uk/page/policies/6654>
- We follow the guidance in the Cheshire East SEND Toolkit: www.livewell.cheshireeast.gov.uk



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Teaching, Learning and Support

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

We have carefully considered how our curriculum, ethos and physical environment can be adapted to support all our learners, including those with SEND. Our starting point is always quality first teaching. This is “High quality teaching that is differentiated and personalised [to] meet the individual needs of the majority of children.” (SEND Code of Practice)

Our teachers adapt and scaffold learning so that all children can meet the lesson's objective. We know that what works for one child does not work for every child, so we carefully personalize the support and challenge for each individual learner. When we group children or use additional adults, we do this flexibly, again to support child's next steps in learning without them becoming over-reliant and dependent upon that approach.

It may be that a child needs additional support that goes beyond quality first teaching. We have a range of small group and individual intervention programs. Our aim is to, as far as possible, conduct interventions in the classroom. Interventions are regularly reviewed to assess their effectiveness and plan future strategies.

Sometimes a child may require more specialist support and in those cases a referral would be made to an outside agency. This is always done with their parent's permission, and you would be fully involved in the planning of support for your child.

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

Our curriculum is designed to be broad, balanced, exciting, and engaging. All children have access to the full curriculum and work will be appropriately scaffolded to support individual needs. We have systems in place to ensure that all teachers, including those on supply, are fully aware of the needs and how to support individual learners.

We know that enabling environments are just as important as the curriculum in helping our children to learn. Our classrooms and learning areas have low distraction displays with essential information and visual supports only. Every classroom has a visual timetable which is referred to throughout the day. Learning equipment, such as maths manipulatives and word mats, are freely available in the classroom and children are supported to use them independently.



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Teaching, Learning and Support

As an inclusive school all work within the curriculum and specific learning environments is pitched at an appropriate level so that all children can access it according to their specific needs. Typically, this might mean that in a lesson there would be distinct levels of work set for the class, however on occasions this can be individually differentiated to consider personalised learning. The benefit of this type of differentiation is that all children can access the lesson and learn in a way that promotes their individual attainment.

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

Our SEND budget is managed by the headteacher who works with the SENDCO to ensure that money is spent in the best way to support children. As with our approaching to teaching and learning, our starting point is quality first teaching, and a proportion of money is spent on equipment to support that.

For children who need support beyond typical classroom practice, money is invested in additional intervention programs and additional adult support. Where children have an SEN or EHC Support plan, funding is matched to the child's provision detailed in that document. We hold regular meetings with parents and teachers to evaluate the effectiveness of that provision.

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)

We always work with parents to understand and agree how best to support your child. We hold regular meetings to talk about what we would like the child to achieve and how we can help them to do that, including how we allocate resources. Occasionally, we may seek the support of outside agencies, but this will always be done in consultation with parents.

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

We keep a small stock of equipment such as in school, for example writing slopes, pencil grips, coloured overlays, ear defenders. Through our use of IT including Google Classroom, we have access to different assistive technology programmes. We have also invested in some intervention packages.



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Teaching, Learning and Support

Where a child requires specific equipment to meet their needs, financial allocation is usually met from the school's budget. We are a member of Cheshire Diocesan Academy Trust which provides an opportunity to share resources. Should this be not possible there are outside agencies who can be contacted to provide specific equipment on a loan basis.

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

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term linked to the National Curriculum statements and in relation to attendance, engagement in learning and behaviour. The headteacher holds regular pupil progress meetings with class teachers and the SENDCO is involved in these discussions.

We use many ways of keeping you informed, including:

- Informal conversations
- Home/school contact book
- Letters/certificates sent home
- Regular (at least three times per year) meetings for children with a SEN Support or EHC plan.
- Additional meetings as required
- Annual Reviews for children with an EHCP
- End of Year Reports

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

We value and celebrate each child being able to express their views on all aspects of school life. There are several ways that we do this. Every academic year, children elect the members of the School Ethos Council to represent their views. The Ethos Council meet regularly with the Headteacher and are formally consulted on all aspects of school life. Alongside this, we conduct regular pupil voice



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Teaching, Learning and Support

sessions, again on all aspects of school life. This ensures that all children are heard regularly.

The views of children with a SEN Support or EHC Plan are essential to promoting their individual needs. We believe that inclusion is something done with and not to any individual. As such, children on our SEN register (i.e., with a SEN Support or EHC Plan) participate in their regular meetings (at least three times a year) and their views are recorded in the All About Me section. This is used to produce a one-page pupil profile which summarises their strengths, needs and strategies to support. This document is held by the class teacher and shared with visiting professionals, for example supply teachers.

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)*

Our SENDCO and headteacher meet regularly with class teachers to monitor pupil progress and the effectiveness of provision. We gain the views of all stakeholders regularly through forums, questionnaires, formal and informal discussions. We also employ the services of external School Improvement Partner and Consultants who work with us to evaluate and develop plans for improvements. We constantly strive to improve our performance.



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Keeping Students Safe and Supporting Their Wellbeing

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

All children are included in all parts of the school curriculum and all children are included on school trips. We will provide the necessary support to ensure that this is successful. Children are explicitly taught how to conduct themselves safely, for example on our play equipment. We conduct risk assessments to ensure that any activities or risks are compliant with health and safety regulations. We make adaptations to what we do so that all children can be involved. For any off-site visits, school adheres to Cheshire East offsite risk assessment procedures, and if necessary, individual risk assessments would be conducted and shared with parents.

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

We believe that a child's emotional and mental health is critical to their learning - without a positive view of themselves as a learner they may not be able to access the curriculum. Our team prioritizing a nurturing, restorative approach to behavior that supports children to do the right thing. Our whole approach to education is under-pinned by our 'BEARS' values - Believe, Encourage, Achieve, Relate, Serve.

Emotional wellbeing and literacy are explicitly taught through our PSHE curriculum and explored in our twice-weekly class circle times. We regularly check-in with children to support their wellbeing. We can arrange play therapy or therapeutic support for children who require it. We also have the option to make a referral to CAMHS for children with greater needs and this would be done with the consent and involvement of the child's parents.

We do not tolerate bullying of any kind and work proactively with children to prevent it. Our anti-bullying policy is available on our website: <http://bosleyschool.co.uk/page/policies/6654>

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

Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the staffroom where medication is removed from a secure area. Medicine is then administered by the office staff who sign in the medication log to acknowledge correct administration.



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Keeping Students Safe and Supporting Their Wellbeing

For some of our pupils it may be most appropriate for medical care to take place in private (e.g., toileting, injections, bodily application of creams, tube feeding etc.), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g., administration of Movicol or Ensure drinks given at snack time). Where this occurs, close adult supervision is maintained to ensure the safety and dignity of all pupils.

As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff can manage medical situations.

Our administering medicines policy is available on our website: <http://bosleyschool.co.uk/page/policies/6654>

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

Our school is a happy family where we encourage each other to shine and be the best that we can be. We know that when a child feels safe and that they matter, they will flourish in everything. This is at the heart of everything we do in school, and we do that by building positive, enabling relationships with our children and their families.

We explicitly teach emotional and social wellbeing through our PSHE curriculum, as well as taking every opportunity to reinforce it. As a team, we prioritise discussions around children's wellbeing at every given opportunity.

The class teacher has overall responsibility for the pastoral and social care of every child in the class, if you were concerned then they would be your first point of contact. If further support is required the class teacher consults with the SENDCo for further advice and support and, with your permission, we can arrange for specialist provision such as play therapy.

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

Our behaviour management policy is available on our website: <http://bosleyschool.co.uk/page/policies/6654>

The school has a clear behaviour policy (see above link) which is implemented consistently. Our focus is on proactively avoiding unwanted behaviours, deescalating emotional incidents, and supporting children to regulate themselves. Where children are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them. We work flexibly with



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Keeping Students Safe and Supporting Their Wellbeing

children and their parents, aiming to find creative strategies to support children to manage their behaviour.

Exclusions are rare.

We take active steps to improve attendance. Our attendance officer works closely with families and the EWO where attendance is of concern to find ways to improve the situation.



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Working Together & Roles

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

The role of the class teacher is to:

- Deliver quality first teaching to all children
- Scaffold classroom activities so that all children can access the learning
- Monitor children's progress
- Identify, plan, and deliver any additional help a child may need, in liaison with the SENDCO
- Communicate any additional needs or provision with all the adults that work with the class, for example, teaching assistants, supply teachers, sports coaches etc.
- Ensure that the school's SEND Policy is followed in their classroom.

Class teachers are the first port of call for parents and pupils alike.

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

The role of the SENDCO is to:

- Update the whole school provision map which shows all the special educational, physical, and sensory needs of pupils in this school and the interventions we are currently running for them.
- Coordinate all the support for children 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.
- Ensure that parents are:
 - involved in supporting their child's learning



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Working Together & Roles

- kept informed about the support their child is receiving
- involved in reviewing how they are progressing
- fully involved planning for them.
- Liaise with all the other professionals who may be coming into school to help support your child's learning e.g., Speech and Language Therapy, Educational Psychology etc. and make sure that there are excellent records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND) to achieve their potential.
- Organise training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Our Headteacher is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Keeping the Governing Body informed about any issues in the school relating to SEND.

In addition to the class teacher and SENDCO, children might meet the following:

- Teaching Assistants with responsibility for children with SEND
- External agencies or specialists may provide additional advice and support. Their involvement will always be with the consent of the parent / carer.

We have several support staff (teaching assistants) working in school who are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupils.



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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?

Systems are in place to ensure information regarding children with SEND and medical needs is shared with relevant staff including supply teachers. All class teachers and relevant school staff will have access to a copy of SEN Support and EHC Plans, and there are regular opportunities to discuss the content of these. New members of staff have an induction session with the SENDCO and there are systems in place to ensure that temporary staff, for example supply teachers, have the information that they need.

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

All school staff have a good awareness of SEND through regular staff meetings and bespoke training. We are members of the Congleton Cluster, Congleton Education Community Partnership (CECP) and part of CDAT - these three groups provide opportunities for training and the development of skills.

Our SENDCO holds the National Award for Special Educational Needs Co-ordination. We are fortunate that our team is experienced and proactive in seeking training.

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

The school has close links and works with a wide range of outside agencies according to the current needs of pupils within school and the availability of support from agencies; these may include Speech and Language Therapy (SALT), Occupational Health (OT), CEAT and CAMHS. We organise, where appropriate, multi-agency meetings to discuss pupil's needs, and aim to ensure effective communication with these groups to meet the need 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 SENDCO is also available to support you.



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Working Together & Roles

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

Our SENDCO is Mrs Hadfield. She can be contacted via the school office: admin@bosleyschool.co.uk or 01260 223280.

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

Our SEND Governor is Penny Hughes.

The named Governor is responsible for SEND and meets regularly with our SENDCO. The school governors have responsibility for ensuring the quality of provision across the school, and regular discussions between the SEND governor and SENDCO take place to monitor progress of pupils with SEND.

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

We value and celebrate each child being able to express their views on all aspects of school life. There are several ways that we do this. Every academic year, children elect an ethos group comprised of pupil representatives from each year-group. The school is formally consulted on all aspects of school life. Alongside this, we conduct regular pupil voice sessions, again on all aspects of school life. This ensures that all children are heard regularly.

The views of children with a SEN Support or EHC Plan are essential to promoting their individual needs. We believe that inclusion is something done with and not to any individual. As such, children on our SEN register (i.e., with a SEN Support or EHC Plan) participate in their regular meetings (at least three times a year) and their views are recorded in the All About Me section. This is used to produce a one-page pupil profile which summarises their strengths, needs and strategies to support. This document is held by the class teacher and shared with visiting professionals, for example supply teachers.

We work with all children to build mutually trusting and respectful relationships so that children know that they can approach adults with their concerns or worries. Emotional health and wellbeing work is built into regular teaching, and we aim to promote it in everything we do.



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Working Together & Roles

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

We believe that working in partnership with parents is essential for everyone in our school to flourish. We encourage parents to take an active role in school life, from reading in class to volunteering on school trips. We have an active PTA who provide a wealth of support for the school and all parents are welcome to join. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised via school letter.

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

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND and we provide 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 is shared with parents in several ways throughout the school year including via the school newsletter, website, and information leaflets.



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Inclusion & Accessibility

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

As an inclusive school we seek to ensure that all pupils regardless of need can 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, 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 school environment?

Is the building fully wheelchair accessible?

Details
(If required)

Most of the building is wheelchair accessible. There are three offices on the first floor, but this would have no impact on children or visitors because lessons / meetings would be arranged to take place on the ground floor.

Are disabled changing and toilet facilities available?

Details
(If required)

There is a disabled toilet with changing facilities available next to the school hall.



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Inclusion & Accessibility

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

Details
(If required)

There is a layby for parking outside the school. Arrangements can be made for vehicles to enter the school grounds if necessary.

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

Details
(If required)

N/A (not a post-16 setting).

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

We monitor the languages spoken by families in our settings. We can make use of translation sites via our website and will endeavour to arrange for a translator to attend meetings when necessary.



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Transition

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

We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school Admin office to arrange to meet the Headteacher, who will happily discuss how the school could meet your child's needs. The school can be contacted by phone (01260 223 280) or email (admin@bosleyschool.co.uk).

Cheshire East admission arrangements are clearly explained on their website.

How can parents arrange a visit to your school?

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

The school can be contacted by phone (01260 223 280) or email (admin@bosleyschool.co.uk).

How will you prepare and support my child or young person to join your school and how will you support them to move on to the next stage? *(IRR)*

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

- If your child is joining us:
 - We will work with you and (when appropriate) your child's previous setting so that we can put in place provision to support them
 - We will carefully plan their transition with you, including opportunities to visit
 - We will provide tools such as social stories so that your child can familiarise themselves with us prior to joining
 - We will be available to answer questions that you or child may have



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Transition

- If your child is moving to another school:
 - We will contact the new school's SENDCo and ensure s/he knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher.
- Transfer to Secondary School
 - The SEND co-ordinator accompanies pupils with SEND on a visit to their Secondary school to discuss their specific needs.
 - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.



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Additional Information

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

Cheshire East Independent Advice Service (CEIAS) offers free confidential support and information to children and young people with SEND, their parents and or their carers. They aim to ensure that you feel more informed and can be fully involved in decisions relating to special educational needs provision. More information on CEIAS can be found on their website:

- <http://www.ceias.cheshireeast.gov.uk/home.aspx>

The school SENDCO can provide details of further support for families in school.

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

- Last review: November 2022
- Next review due: November 2023

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

The Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

What can I do if I am not happy with a decision or what is happening? *(IRR)*

As a school we pride ourselves on building positive relationships with parents.

- You are encouraged to address any worries or concerns promptly initially with the class teacher
- If they are unable to help, you should contact the Headteacher, member or SENDCO.
- In many cases, we find that by talking things through we can 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 or can be obtained from the school office.



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Additional Information

- <http://bosleyschool.co.uk/page/policies/6654>
- 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.

