

Bosley St. Mary's CE Primary School's 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



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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 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: 15px;" type="text"/>
Specific Age range	4 - 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 or young person needs extra help? *(IRR)*

Within our school there is a wealth of experience on our team and this is used to ensure the early identification of pupils who may need extra help is quickly seen. It can come from several sources including:

- Concerns raised by parents/carers, teachers, teaching assistants or the pupil's previous school.
- There may be a lack progress so a child may be identified as performing below age related expectations.
- A pupil asks for help.
- There is a change in the pupil's behaviour or low self-esteem that is affecting performance.
- Liaison with external agencies or a health diagnosis through a paediatrician

Throughout the rest of this document we will refer to SEND which is the acronym for Special Educational Needs and Disabilities.

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

We believe that parents are partners in the learning journey, they are the experts on their children and as such have a wealth of knowledge to share with us. We welcome both informal and formal discussions about your child and from this growing picture we can work together in partnership to identify together if your child needs extra help.

It is with this close working relationship that both you and we as a school will be able to identify support that may be needed throughout your child's school life. If you have concerns, then speak with your child's teacher. After this discussion you may be contacted by our Special Educational Needs and Disabilities Co-ordinator (SENDCo).

Where can I find the setting/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>



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Teaching, Learning and Support

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

Within our school we provide a quality environment where our teachers are skilled at adapting teaching to meet the diverse range of needs in both classes. Daily planning considers an individual student's needs and any personalized learning requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individuals. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

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

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 different 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 setting, school, or college's resources allocated and matched to children or young people's needs?

As an inclusive school we ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

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

The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, based on needs in the school. The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected
- all resources/training and support are reviewed regularly, and changes made as needed.

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

As an inclusive school our facilities are evaluated in relation to the needs of children and young people with SEND. Where a child requires specific equipment to meet their needs, financial allocation is usually met from the school's budget e.g. writing slopes etc. Should this be not possible there are outside agencies who can be contacted to provide specific equipment on a loan basis. Partnership with other schools also provides an opportunity to share resources for specific SEND needs.



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Teaching, Learning and Support

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)*

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.

Currently at the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The SENDCo will also check that your child is making good progress within any individual learning and in any group that they take part in. A range of ways will be used to keep you informed, which may include:

- 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
- End of Year Reports

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

We as a school 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 a school council 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) are involved 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)*

As a school we have an annual cycle of how we assess and evaluate the effectiveness and sufficiency of the arrangements and provision for all our policies, procedures, and practice. We gain the views of all stakeholders regularly through forums, on-line surveys, 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 we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out regularly within school and prior to any off site activity to ensure nobody's health & safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

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

We are an inclusive school; we welcome and celebrate diversity. All staff believe that a child having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Educational Psychologist Support Team.

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

The school has a policy regarding the administration and managing of medicines on the school site. (Available on request). Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis the Admin Staff generally oversee the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff can manage medical situations.

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

We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral and social care of every child in the class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

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

As a school we have a positive approach to behaviour management, as set out in our behaviour policy. We follow up any instances of inappropriate behaviour on an individual basis. If a child has particular behavioural difficulties all staff work collaboratively, in partnership with the pupil, the parents and other relevant agencies to address the issue. Where necessary intervention is provided and behaviour targets are set for individuals. Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head teacher.



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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:

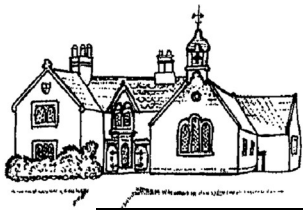
- Ensure that all children have access to Quality First teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary.
- Ensure that all members of staff working with your child (for example, Teaching Assistants) 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.
- Ensure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

As a school we welcome regular dialogue between parents and staff will happily talk with you formally, through an arranged meeting, or informally (for example, a chat in the playground after school). We recognise that you are the experts on your child and we value the feedback and insight you give us on how best to support your child.

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
 - 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.



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Working Together & Roles

- 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. S/he will give responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- S/he must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Our named Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

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?

Our school is committed to working in co-operation with all agencies. We call, attend, and lead multi-agency meetings to ensure our children are well supported. At these meetings we take minutes and all parties are sent copies of the minutes for their files. Should it be necessary, an Early Help Assessment may be suggested to support the understanding and sharing of information about individual children.

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

We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver short term support interventions and individualised support and interventions. Our Special Educational Needs/Disability Co-coordinator (SENDCO) is a qualified and experienced teacher who holds the National SEN award. Ongoing SEND training is also undertaken in specific areas through the Congleton Educational Community Partnership.

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, autism, speech and language needs.

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

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including - GPs, school nurse, clinical psychologist, pediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.



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Working Together & Roles

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 SENDCo or Headteacher. If you are still not happy you can speak to the school SEN Governor.

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 have 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 SEN Coordinator. Reports to the Full Governing Body are given every term to inform them about the progress of children with SEND. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need to make progress.

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

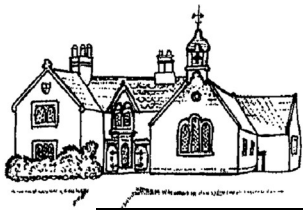
We as a school value and celebrate each child being able to express their views on all aspects of school life. There are several ways that we do this. Every academic year, children elect a school council comprised of pupil representatives from each year-group. The school is formally consulted on all 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) are involved 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. Children take an active part in their own safeguarding through our Safety officers, explicit teaching and promotion of other channels that offer support, such as Childline.

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

Parents are encouraged to support their child's learning with regular advice attached to newsletters, and the opportunity to talk to their child's teacher regularly. Parents are encouraged to become Governors through a democratic process and we regularly promote questionnaires gaining parents views and our open-door policy.



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Working Together & Roles

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

Our school staff are proficient in knowing all the necessary organisations that support and advise parents and support with any forms and procedures that are needed to access support that is available for families with any requirements.



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Inclusion & Accessibility

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

How accessible is the setting/school/college 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.

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.





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Inclusion & Accessibility

**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 adheres 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/young person joining your setting, school, or college? (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 Head teacher, who will willingly 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 setting, school, or college? What is involved?

We welcome visits to school at any time. Please contact the school Admin office to arrange to meet the Head teacher, who will willingly 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 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)

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 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>

Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service (CEAT)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- STEPS (Assessment, advice, and resources for children with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Behaviour advice service
- Family Support Workers.

Provided and paid for by the Health Service (East Cheshire NHS Trust)

- School Nurse
- CAMHS

Voluntary agencies

- Parent Partnership Service (to support families through the SEN processes and procedures).
- National Autistic Society
- MENCAP
- SWaNS
- Visyon



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Additional Information

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

As a school we annually update the information provided on this form and our review date is set for October each year.

- **Last review:** September 2020
- **Next review due:** October 2021

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

From 1st September 2014, 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)*

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child, you should in the first instance approach the class teacher or the school's SENDCo. If this does not solve the complaint then a parent should then speak to the Head Teacher who will discuss and advise the next steps. Should a complaint be made as a school we have a complaints policy, which can be obtained through the Admin office. A parent may wish to seek advice at this time from the Parent Partnership Service.

However, if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England.