



# Vernon Primary School SEND Information Report (Local Offer)



## Vernon Primary School SEND Information Report (Local Offer)

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| <b>Name of Setting</b>   |  |
| <b>Type of Setting</b><br><i>(tick all that apply)</i>                 | <input type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special<br><input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18<br><input checked="" type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School<br><input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 100px; height: 15px;" type="text"/> |
| <b>Specific Age range</b>  | 4 to 11 years  |
| <b>Number of places</b>  | 375 on roll whole school   |
| <b>Which types of special educational need do you cater for? (IRR)</b> | <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 style="border: 1px solid #ccc; height: 150px; width: 100%; margin-top: 10px;"></div>  |

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

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:

#### Identification

##### How will you know if my child or young person needs extra help? *(IRR)*

At Vernon Primary School pupils with SEND are identified as early as possible within our setting. Communication around initial identification occurs through dialogue between parents/carers, class teachers and the child. Concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. We support and offer all school staff opportunities for continuing professional development linked to SEND in the primary setting. Early identification is important, and therefore staff working in school monitor the children's progress carefully through regular pupil progress meetings that are led by the SENDCo, Deputy SENDCo, Assessment Co-ordinator and members of the Senior Leadership Team.

Concerns are initially raised with the school SENDCo who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. As appropriate, individualised/group intervention programmes will be provided. A 'first concerns' action plan may be formulated depending on the need. This will be shared with parents as part of a plan, do and review process. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. A SEND support plan will be written in these cases and shared with parents/carers as part of a plan, do and review process. The SENDCo keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

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

If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENDCo/Deputy SENDCo or a member of the Senior Leadership Team.

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

The school's **SEND Policy** can be found on the school website by following this link – [www.vernonprimaryschool.com](http://www.vernonprimaryschool.com)

Other relevant policies include: **Accessibility Policy** [www.vernonprimaryschool.com/page/policies/44178](http://www.vernonprimaryschool.com/page/policies/44178)

**Accessibility Plan** [www.vernonprimaryschool.com/page/policies/44178](http://www.vernonprimaryschool.com/page/policies/44178)

**Equality Policy & Objectives** [www.vernonprimaryschool.com/page/policies/44178](http://www.vernonprimaryschool.com/page/policies/44178)

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## Vernon Primary School SEND Information Report (Local Offer)



### Teaching, Learning and Support

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

At Vernon Primary School it is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of quality first teaching, which is differentiated to meet the needs of all our learners. Adaptive teaching strategies for children with SEND might include the following: alternative forms of recording work; the use of visual prompts (finish and check systems) as well as small group or individual teaching etc. Vernon has a range of intervention programmes available to support all children. We adopt a holistic approach to intervention planning and implementation. We aim to ensure that individual learner's access bespoke interventions to meet their learning needs, enabling them to become secure independent learners realising their full potential. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Occupational Therapists, Child and Adolescent Mental Health Service (CAMHS), and Educational Psychologists. Where additional levels of support are required, support plans are created (First Concerns, SEND Support or CEAT (Cheshire East Autism Team/Ed Psych action plan), which will outline the provision available to each child and will be available to parents/carers. In addition, parents/carers will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular meetings involving parents/carers and key members of the school staff (e.g. - class teacher/SENDCo/Deputy SENDCo).

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

All class teachers take responsibility for the learning needs of all pupils in their class. Quality first teaching and adaptive, scaffolded support, ensure that pupils access learning at their stage of development. At Vernon we plan a creative, holistic and inclusive curriculum that delivers learning activities through a multi-sensory approach (including visual, auditory and kinaesthetic approaches). In line with the graduated approach to SEND, learners who require a "catch-up" programme will be provided with additional support (First Concerns action plans detailing targeted provision and support will be written). Such interventions are planned carefully to cater for the needs of the individual learner. For children with a high level of SEND, a SEND Support plan will be written outlining specific objectives that will support the needs of individual children. Our school will access external agencies for further support and intervention (Cheshire East Autism Team, Educational Psychologist etc.). Additional staff support may be put in to place if required. The school SENDCo and Deputy SENDCo oversee all children that require additional supportive learning strategies. Through effective provision mapping and regular discussions between class teachers, SENDCo, Deputy SENDCo and members of the Senior Leadership Team, attainment and progression is regularly monitored.

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

At each key stage, appropriately challenging programmes of study are provided for all children. Responding to pupil's diverse learning needs, children who require an individualised programme of support will be provided with appropriate resources to ensure effective outcomes. We believe that children with SEND learn more effectively by taking small measurable steps to learning that is both repeatable and measurable. The SEND budget is the responsibility of the Headteacher and SENDCo, with regular discussions and monitoring to ensure that resources are allocated appropriately and cost effectively. A proportion of the SEND budget is

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| Teaching, Learning and Support   |
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| used towards providing appropriate multi-sensory resources for the classroom as well as providing teaching assistant support. All learning support practitioners work alongside the class teacher to provide a climate of quality first teaching.  |
| <b>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)</b>  |
| When children's needs are initially identified a discussion takes place between teachers, parents/carers and pupils. At this meeting desired outcomes for the pupil will be discussed and agreed. Through consultation between classroom practitioners and the school SENDCo, the nature of the provision needed is decided upon. When required the school seeks the support of external agencies to contribute their expertise. Parents/Carers and pupils will take an active role in the process of developing individualised provision. Any decisions to implement provision for any child seeking support which is different from or additional to that received by the majority of children are made in conjunction with parents/carers and the individual child. During the discussion process, if there are differences of opinions surrounding the nature of support required for individuals, the school may seek the advice of external agencies to support the decision making process.   |
| <b>How will equipment and facilities to support children and young people with SEND be secured? (IRR)</b>  |
| The school possesses a range of equipment and facilities to support pupils with SEND, and the school SENDCo makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are purchased as and when required. Where more specialist personalised equipment is required the school SENDCo liaises with relevant external advisory services (for example occupational therapy and sensory impairment services) to seek advice on the best options for the procurement of these. Parents/carers will be involved and kept informed wherever possible in these discussions.   |
| <b>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)</b>   |
| With high expectations, all children attending Vernon Primary School are encouraged to reach their full potential. Monitoring of progress takes place on a day-to-day basis, initially by class teachers. Through regular pupil progress meetings that are led by the SENDCo, Deputy SENDCo, Assessment Co-ordinator and members of the Senior Leadership Team, attainment and progression of pupils is carefully assessed. For learners with the most significant needs, regular contact with families takes place, for example through informal conversation at the end of the school day or sometimes in home-school diaries. Information about pupil progress is shared with parents/carers at parent-teacher meetings, which are held termly and via the annual school report to parents, which is sent home during the summer term. At Vernon, we offer parents/carers a range of additional appointments to discuss their child's progress and/or difficulties as required. For children with "First Concerns/catch up" learning needs or requiring a SEND Support plan, regular meetings will take place with parents/carers to discuss "next steps in learning" for their child as well as their progress achieved. For those children with EHCPs (Education Health and Care Plans) an annual review process will take place. Parents/carers can often speak informally with class teachers at the end of each school day. In collaboration with Poynton and Oakenclough Children's Centre a range of additional supportive services are offered to parents/carers. |
| <b>How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)</b>   |
| At Vernon, every effort is made to ensure that the opinions, thoughts and feelings of our pupils (Pupil Voice) are considered and integrated into any plans discussed about their education. Pupil's opinions are sought at a level that is accessible to the individual. For some learners this might mean that they are  |

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### Teaching, Learning and Support

supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written means). Younger or less able children are given the opportunity to contribute their ideas in discussions, which take place with a key member of staff, who acts as an advocate for them at any meetings. At Vernon, we prioritise the need for all pupils to be positively encouraged and praised with a view of raising self-esteem supporting a strong core of self-belief. Therefore, we recognise that it may not always be appropriate to highlight to the pupil their range of learning difficulties. In these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. parents / carers, families and those working closely with them.

### 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 Deputy SENDCo, along with the Headteacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The school works closely with a cluster of schools, which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes while remaining cost effective. The individual opinions of pupils and parents/carers regarding the effectiveness of support are sought annually and collated to inform decisions about future provision.

### Keeping Students Safe and Supporting Their Wellbeing

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

Vernon Primary School is situated within secure grounds (metal fencing with electronic door access/exit points). Information about pupils with SEND is communicated to relevant school staff (including supply teachers) via the school SENDCo, Pastoral Manager and the Class Teacher. Information sharing includes any areas of the school that could pose a risk to the pupil. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during transition times/unstructured times of the school day. For some pupils, alternative arrangements may be deemed necessary, including additional adult support during break and lunch times. For some pupils, a detailed risk assessment is undertaken which is shared with parents/carers, and reviewed regularly by the class teacher and SENDCo.

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

##### PASTORAL

At Vernon Primary School it is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. We plan a creative, holistic and inclusive curriculum that includes supporting children with a range of social and emotional issues. We are aware that pupils bring to school



### Keeping Students Safe and Supporting Their Wellbeing

different family (cultural) belief systems, interests and strengths that will influence the way they learn. We are very aware of how this may impact on a child's understanding of equal opportunities, including race, gender (LGBT and Gender change communities) and disability. At Vernon Primary, all children have access to a Pastoral Manager (Miss Wood). Our Pastoral service is open to all who attend Vernon Primary, with immediate access to additional support. For example, the Pastoral Manager will meet on a one to one basis with a child, offering packages of support where required. Parents/Carers will always be informed of this. Our Pastoral Manager uses links with external services such as VISYON to lead bespoke interventions for targeted groups of pupils who require additional support related to their emotional/mental health. Just like adults, children can develop ways to hide their feelings, especially when their feelings are difficult to talk about. Children who start to display emotional and behavioural difficulties can benefit from early intervention in the form of nurturing and play opportunities. This enables children to communicate and express freely their thoughts, feelings and emotions, gaining once again a sense of emotional balance. In our school, we encourage a strong focus on Emotional Intelligence, developing over time a deeper understanding of Self. We offer all children and their families, access to a range of bespoke Social, Emotional and Communication skills and activities. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. Further information and support can be found on the Emotional wellbeing Page of our school website at [www.vernonprimaryschool.com/page/wellbeing/58887](http://www.vernonprimaryschool.com/page/wellbeing/58887) You can also find a link on our website to a dedicated SEND Hub linked to online activity and emotional wellbeing for SEND children at [www.net-aware.org.uk/send-online-safety-hub/](http://www.net-aware.org.uk/send-online-safety-hub/)

#### FRIENDSHIPS

All children in school are supported to develop and maintain healthy relationships with their peers. For those pupils who find this most difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff. We also offer a range of personalised social skills activities, and all teaching staff are available to support pupils and families in a holistic way.

#### PEER/SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. Sometimes this takes place in an open or transparent way, enabling peers to ask questions and learn about the needs of their class friends (e.g. Circle of Friends intervention). At other times this takes a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies that address some of the key areas of need within our school.

#### BULLYING

The school holds a clear position on anti-bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators that take into account the needs of all the pupils involved. Our Anti-



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### Keeping Students Safe and Supporting Their Wellbeing

Bullying message is supporting from members of the Safeguarding and Wellbeing Committee. Further details of our anti-bullying policy can be found on the school website at [www.vernonprimaryschool.com/page/policies/44178](http://www.vernonprimaryschool.com/page/policies/44178)

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

**Short term prescription medication.** The school cannot administer short term prescription medication to children for example antibiotics or topical medication. The parent/carer may choose to keep their child at home for the course of the medication. If the child is well enough to be in school they can either take the medication at home, before and after school, or the parent/carer can make an arrangement to administer the medication to the child at the school office.

#### ADMINISTRATION OF MEDICATION

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. For those children with an EHCP and following signed parental consent medicine is administered in the presence of members of staff who signs a form detailing the process. Parents/carers are informed that they are responsible for monitoring and replacing the medication related to expiry dates. All medication specific to individual children is taken on educational visits/residential visits. At the end of the school year, all medication is returned to the family. All members of staff receive annual epi-pen training led by the School Nurse. A range of staff members including teachers, teaching assistants and midday assistants have first aid training and some have moving and handling training. A separate policy for asthma is also in place and followed. Where specific medical attention is required, such as diabetic care, specialised training is given and individual plans are written.

#### TOILETING

Members of staff in school working directly with SEND children are experienced in supporting pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil's toileting needs. Where the physical needs of a child prevent independence, staff who are fully trained support in toileting needs. (Any child requiring toileting needs will be supported by two members of staff.)

#### PRIVACY AND DIGNITY

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections), and arrangements for these 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 school day. Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils. For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

#### SHARING OF MEDICAL INFORMATION

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### Keeping Students Safe and Supporting Their Wellbeing

Medical details are collected annually as a confidential data exercise. All information is entered on to the central school information system, Arbor. Key information relevant to individuals is communicated to all relevant staff members, (including Senior Leadership Team members, class teachers and lunchtime staff). Communication between staff members and parents/carers takes place regularly where required.

#### MEDICAL APPOINTMENTS

Where pupils need to take extended periods of time off to attend medical appointments, parents/carers are encouraged to discuss how best to support the pupil during their absence. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

#### TRAINING

Staff undertake regular first aid training and are trained annually by the school nurse in the administration of rescue medication such as epi pens. Where necessary the school seeks out relevant training to address the specific needs of pupils e.g. TEAM Teach, Moving and Handling training.

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

Personal Social and Emotional wellbeing is of utmost importance and is highly valued. Throughout school there is a strong ethos, which promotes Personal, Social and Emotional wellbeing. Assembly times provide many opportunities to explore aspects of PSHE in addition to the curriculum. Class teachers teach regular sessions of PSHE in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day-to-day basis. For those requiring further support, our Pastoral Manager will either work on a 1:1 basis or creatively in a group setting offering emotional expression support sessions. At the heart of all our emotional and social development is the importance of the child's voice; we emphasise the importance of a child centred approach in modelling strong communication skills.

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

#### BEHAVIOUR

The school has a clear behaviour policy (found on the school website – [www.vernonprimaryschool.com/page/policies/44178](http://www.vernonprimaryschool.com/page/policies/44178)) which is implemented consistently across the school. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key “trigger points” during the day; for others this may involve a “time out” arrangement enabling pupils to find a designated safe space at times of anxiety. A key focus of the school in supporting pupils whose behaviour challenges is to firstly understand this behaviour. Where needed we look for patterns in the pupil's behaviour through using an Antecedent, Behaviour, Consequence system of analysing behavioural incidents in collaboration with our Educational Psychology/CEAT cluster group. When these are identified we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on supporting pupils to take ownership for their choices in behaviour and supporting positive change to their behaviour. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support Timeout and cool down opportunities can be modelled and provided in classroom settings, should a pupil require this support.



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### Keeping Students Safe and Supporting Their Wellbeing

#### EXCLUSION

It is very rare that we would consider exclusion for any pupil. For information about exclusions please refer to the 'exclusions' section of the behaviour policy at [www.vernonprimaryschool.com/page/policies/44178](http://www.vernonprimaryschool.com/page/policies/44178) - school information, policies. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, the parents/carers are immediately informed, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can appeal against the decision to the Governing Body. The school informs the parents/carers how to make any such appeal.

#### ATTENDANCE

We take active steps to improve attendance. Our Headteacher, SENDCo and Pastoral Manager will work closely with families where attendance is of concern to find holistic ways to improve the situation.

### Working Together & Roles

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

The class teacher has the overall responsibility for pupil's learning and their day-to-day wellbeing in school. They are the first port of call for pupils and parents/carers, and are available in line with our open school policy for information sharing about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used effectively (e.g. additional adults, interventions). For those pupils who require additional support, key members of staff such as the SENDCo, Deputy SENDCo and Pastoral Manager become involved. Communication with parents/carers continues to take place across a wider team within school.

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

The Headteacher oversees the running of the school, ensuring that all elements of a pupil's education are in place. The school SENDCo, Deputy SENDCo and Pastoral Manager are responsible for co-ordinating the provision for pupils with SEND. They may work individually with pupils, or carry out assessments where required. Working in school, we have a large team of highly experienced and skilled support staff led by a SENDCo, Deputy SENDCo and Pastoral Manager. Some of the teaching assistants run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with one pupil. Sometimes external agencies or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent / carer.

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### Working Together & Roles

#### 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 SENDCo, Deputy SENDCo and Pastoral Manager communicate regularly with all teaching staff and teaching assistants. This takes place during regular staff meetings where key information is shared and implemented and also through regular discussions where required. Where appropriate, all class teachers and teaching assistants involved with a particular child will be given a copy of the Education Health and Care Plan and individual support plans related to the targeted needs of the child. At Vernon we regularly provide opportunities to work alongside each other with the aim of sharing important information about pupils' development. When supply teachers teach classes of children, the class teacher ensures that they are fully informed of the child's needs related to the EHCP (Education Health and Care Plan).

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

Regular meetings are held to enable staff to work with the SENDCo and Deputy SENDCo to develop their practice in relation to the specific needs of the pupils in their classes. In addition to our regular meetings, specific training sessions are included in our practice to enable staff to acquire additional skills related to the needs of individual pupils (for example, social communication/relational difficulties). Our school SENDCo and Deputy SENDCo are qualified, experienced and skilled in the leadership and management of SEND across the school setting. Our Pastoral Manager holds a strong background in family services and is skilled in the leadership and management of emotional/mental health across the school. We celebrate a high standard of good practice across the school. Specific training opportunities for staff are tailored to ensure that all staff members can access continuing professional development opportunities.

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

The school works with a wide range of services. We have close links with health professionals, for example, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy and Occupational Health. We work closely with social care teams, as well as other community organisations such as Barnardo's, Winston's Wish Foundation and Oakenclough/Poynton Children's Centre. Some of our pupils access Nurture opportunities and access to play based activities such as sensory exploration led by the Pastoral Manager. We regularly organise multi-agency meetings to discuss pupil's needs (e.g. EHA – Early Help Assessment) and to ensure good communication with these groups in order to meet the needs of pupils and their families.

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

Your first point of contact should be your child's class teacher. The school SENDCo (Sarah Kiely) & Deputy SENDCo (Kerry Walmsley) are also available to support parents/carers in matters relating to SEND. Pastoral Manager (Karen Wood) is available for emotional wellbeing concerns.

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

The school SENDCo is Sarah Kiely. Should you wish to contact her please call the school office on 01625 872556.

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### Working Together & Roles

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

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND (James Woodham), and regular meetings between the SEND governor, SENDCo and Assessment Co-ordinator take place to ensure that provision is of a quality first level. The designated teacher for Cared4 children is Kerry Walmsley.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written, video or audio means. Younger or less able children are given the opportunity to contribute their ideas in discussions that take place with a familiar adult who acts as an advocate for them. We have a School Council, made up of pupils who meet regularly and to share the views of their peers. Pupils with SEND are represented within this group.

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

Parents/Carers are encouraged to take an active role in the setting. Many parents/carers volunteer in school e.g. hearing children read; accompanying educational visits/residential visits etc. There are opportunities to join the Vernon 'PTA' who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.

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

The SEND team in school, led by the SENDCO, Deputy SENDCo and Pastoral Manager, provide support to parents/carers as required. This can take the form of a discussion about an area of concern, or support in completing relevant paperwork. Our Pastoral Manager can also provide advice in the signposting to key external agencies for further support. Information about parent support groups is shared with parents via CEAIS (Cheshire East Advice Information & Support). The on-site Children's Centre also provide relevant information and leaflets about such groups and forthcoming events. All school staff have a good awareness of SEND through regular staff meetings etc.

### Inclusion & Accessibility

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

As an inclusive school setting we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school visits etc. Therefore we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering

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### Inclusion & Accessibility

support to pupils attending after school clubs, booking accessible accommodation for residential visits 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. On occasions, where parents/carers and key members of staff feel that a different approach is required, alternative provision can be made.

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

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English, we seek to provide translation for key meetings / communications, and would discuss with those families their preferred means of communication. Several of our higher needs pupils use an alternative communication approach (signs, symbols and speech).

See accessibility policy and plan on our school website for further details.

### Transition

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

For information about entry please email the main school office ([admin@vernonprimary.cheshire.sch.uk](mailto:admin@vernonprimary.cheshire.sch.uk)) who will discuss the entry process with you. Vernon Primary School complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. "Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils."

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

We offer a range of transition visits for new reception pupils; however we encourage the families of pupils with SEND to arrange a separate visit with the Headteacher or Deputy Headteacher/SENDCo so that information which specifically relates to your child's requirements can be shared. This can be arranged 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)*

##### ENTRY

It is usual for families of pupils with SEND to visit the school setting for an informal tour of the school with the school Headteacher and/or SENDCo. Details of specific needs are highlighted during the first meeting. Through discussion with parents/carers the needs of the child are established. For those children requiring a higher level of support a multi-agency Action for Inclusion/transition meeting is held where a plan is formulated. This meeting presents opportunities for

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### Transition

parents/carers and where relevant, external professionals and key members of staff to share important information concerning the needs of the child. Transition opportunities for pupils may involve spending time in their new class during a visit prior to starting, to enable them to meet the teacher and become familiar with their peers. The SENDCo and class teacher carry out visits to pre-school settings alongside the class teacher for Reception children with SEND. Discussions with the Key Worker allocated to an individual child in a pre-school setting takes place to ensure that all information is handed over. Home visits can take place for children in the early years if requested by parents/carers. For pupils moving into Vernon Primary School from other school settings, discussions between SENDCo's takes place.

### TRANSITION TO NEW SETTINGS

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting; for others this might be working through materials which address key aspects of the new setting. We work closely with families at this time to ensure consistency of information. We have strong communication links with local pre-school settings and high school/s; working closely with key members of staff. We also have close links with a specialist setting, welcoming dual placement visit opportunities where appropriate. At Vernon we make arrangements for our children with SEND to be fully part of the transition process when moving from one class setting to the next during the summer term. This may involve additional time spent with the new class teacher and teaching assistant (where appropriate), and/or additional meetings with parents/carers to ensure that effective communication continues. For some of our children with specific needs we create and provide additional resources to enable a calm transition.

### Additional Information

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

The school offers SEND parent/carer drop-in sessions for parents/carers of children with SEND needs. These take place twice-yearly. Additional information (parent drop-in sessions) related to CEAT (Cheshire East Autism Team) and Educational Psychology services can be accessed for parents/carers through the SENDco/Pastoral Manager. Advice and support can be accessed at the following website addresses.




Cheshire East's Local Offer Information Hub  
[Special Educational Needs and Disability \(cheshireeast.gov.uk\)](https://www.cheshireeast.gov.uk)

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| Additional Information  |  |
|---|--|
|    | <b>Cheshire East Information Advice and Support Service (CEIAS):</b><br><a href="http://www.ceias.cheshireeast.gov.uk">www.ceias.cheshireeast.gov.uk</a> |
| When was the above information updated, and when will it be reviewed?   |  |
| Updated: September 2023<br>Date of review: September 2024   |  |
| Where can I find the Cheshire East Local Offer? <i>(IRR)</i>  |  |
| The Cheshire East Local Offer can be found at;<br><a href="http://cheshireeast.gov.uk">Special Educational Needs and Disability (cheshireeast.gov.uk)</a>   |  |
| What can I do if I am not happy with a decision or what is happening? <i>(IRR)</i>  |  |
| As a school we encourage parents/carers to address any worries or concerns promptly, initially with the class teacher, and then if they are unable to help, with a senior member of staff including the following members: Key Stage leaders; Assistant Headteacher or Deputy Headteacher/SENDCo and Headteacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these members of staff, you remain unhappy with any aspect of the school's performance, our complaints procedure can be accessed via the school office and the school website <a href="http://www.vernonprimaryschool.com">www.vernonprimaryschool.com</a> |  |

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