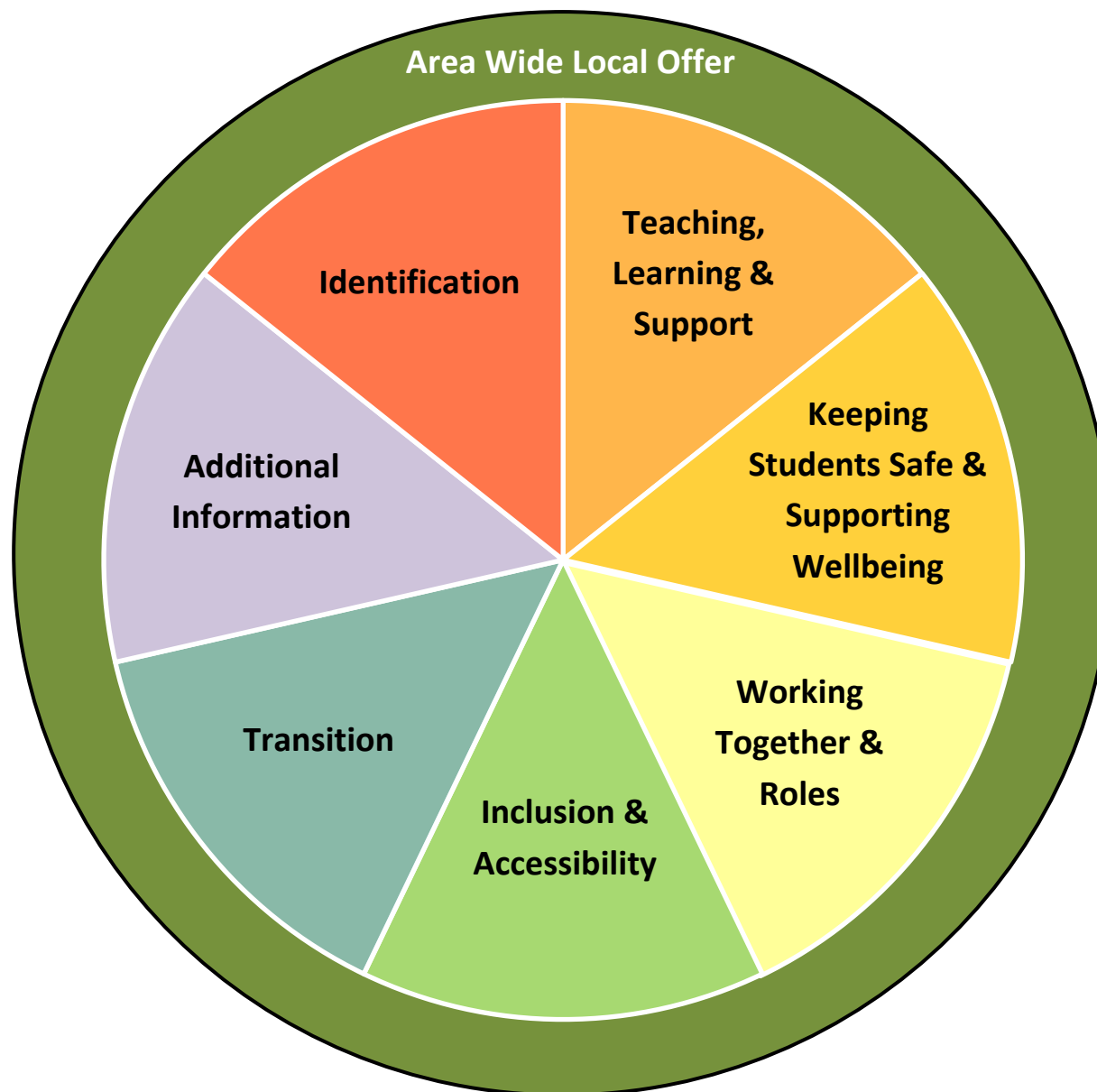




## Vernon Primary School SEND Information Report (Local Offer)



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

<b>Name of Setting</b>	
<b>Type of Setting</b> <i>(tick all that apply)</i>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> Mainstream</div> <div style="width: 33%;"><input type="checkbox"/> Resourced Provision</div> <div style="width: 33%;"><input type="checkbox"/> Special</div> <div style="width: 33%;"><input type="checkbox"/> Early Years</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Primary</div> <div style="width: 33%;"><input type="checkbox"/> Secondary</div> <div style="width: 33%;"><input type="checkbox"/> Post-16</div> <div style="width: 33%;"><input type="checkbox"/> Post-18</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Maintained</div> <div style="width: 33%;"><input type="checkbox"/> Academy</div> <div style="width: 33%;"><input type="checkbox"/> Free School</div> <div style="width: 33%;"><input type="checkbox"/> Independent/Non-Maintained/Private</div> <div style="width: 33%;"><input type="checkbox"/> Other (Please Specify) <input style="width: 100%;" type="text"/></div> </div>
<b>Specific Age range</b>	4 to 11 years
<b>Number of places</b>	394 on roll whole school
<b>Which types of special educational need do you cater for? <span style="color: red;">(IRR)</span></b>	<div style="display: flex;"> <div style="width: 50%;"> <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: 50%; border: 1px solid #ccc; height: 150px;"></div> </div>

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

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters IRR (Information Report Regulations).

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



### 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 or the pre-school provider. 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 members of the Senior Leadership Team and Assessment Co-ordinator.

Concerns are initially raised with the child's class teacher 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. We currently support pupils with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum through adaptive teaching and individualised support. When a child is identified by their class teacher as having additional needs, we use a graduated approach to support and identify the additional support a child may require.

At Vernon Primary School we aim to understand individual pupil's needs by using a graduated approach of 'assess, plan, do, review':

- **Universal** – Ordinarily Available Inclusive Practice available to all children with or without SEND.
- **First Concerns** – Children who have been identified as having emerging difficulties.
- **SEN Support** – Children who have been identified as having special educational needs requiring provision that is additional to or different from the mainstream curriculum.
- **Complex** – Children who have been identified as having significant and complex difficulties and may be in the process of an Education Health Care (EHC) needs assessment, or have an EHC plan in place.

Depending on the level of the child's needs, the decision might be made to offer additional support within the classroom, for example, through small group work or creating a bespoke curriculum for the pupil based on their interests. For some pupils, in addition to the class-based support approaches, a package of out of class interventions could be created. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO 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 needs extra help?

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



<b>Identification</b>	
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 SENCO, Assistant SENCO or a member of the Senior Leadership Team.	
<b>Where can I find the school's SEND policy and other related documents? (IRR)</b>	
The school's <b>SEND Policy</b> can be found on the school website by following this link – <a href="#">Vernon Primary School SEND Policy</a>	
Other relevant policies including our school <b>Accessibility Policy, Accessibility Plan and Equality Policy &amp; Objectives</b> can be found on the policy page of our school website <a href="#">Vernon Primary School Policy Documents</a>	

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



### Teaching, Learning and Support

#### How will you teach and support my child 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. Class teachers use adaptive teaching to match individual learning needs. 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.

**Ordinarily Available Inclusive Practice** - In every class, the lessons are taught with each child's needs in mind. Activities are adapted in order that all children are appropriately challenged but are able to participate at their level. In order to support children with SEND, class-based approaches may include: Alternatives forms of recording work; Visual prompts; Specialised equipment; Small group or individual teaching; Peer support; Extended time for writing/ reading/maths tasks.

**Interventions** - If a child needs a higher level of support that cannot be accommodated within Ordinarily Available Inclusive Provision, small group or individual interventions may be offered. For example: Precision Teaching for spelling or arithmetic; Little Wandle Rapid Catch-Up; Targeted short term maths intervention; Targeted short term writing intervention. For children with more complex needs, a more personalised programme may be appropriate. This could include group or individual interventions on an academic or social level.

**Outside Agencies** - For those with significant or complex needs, the school seeks the advice of specialists including the: Educational Psychologist; Speech and Language Therapist; Child and Adolescent Mental Health Service (CAMHS); Cheshire East Autism Team (CEAT); Occupational Therapist; Sensory Processing Occupational Therapist Service (SPOTSS); School Nurse Team; Physiotherapist; Community Paediatrics; Cheshire East Specialist School Outreach Service; Visually Impaired and Hearing Impaired support team and the Sensory Inclusion Team.

Where additional levels of support are required, support plans are created 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 parent/teacher meetings. There is also an opportunity to contact the SENCO via email or in person to discuss pupil needs in more detail.

#### How will the curriculum and learning environment be matched to my child'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. Such interventions are planned carefully to cater for the needs of the individual learner. For children with a

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



### Teaching, Learning and Support

high level of SEND, a SEN 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 recommendations on suitable interventions (Cheshire East Autism Team, Educational Psychologist etc.). Additional staff support may be put into place if required. The school SENCO and Assistant SENCO oversee all children that require additional supportive learning strategies. Through effective provision mapping and regular discussions between class teachers, SENCO, assistant SENCO and members of the Senior Leadership Team, attainment and progression is regularly monitored.

The school will always make all reasonable adjustments to ensure that all pupils with SEND can take part in all whole school activities, as well as activities which enhance the wider life of the school. This could include additional or different resources or equipment, changes to the environment, additional or specialist staffing and individual risk assessments. We endeavour to offer all our pupils the same learning opportunities and have the same high aspirations for all pupils to achieve. At Vernon Primary we have a range of equipment and resources to support children with SEND, for example, social skills interventions, handwriting programmes, typing interventions, phonics interventions, writing slopes and fine and gross motor skills intervention groups. If any further specialist equipment is needed, we take advice from outside agencies to ensure we are able to meet the needs of the pupil. We try to maintain flexibility in order to include all children, including the provision of additional staff or a change in location or accommodation for a residential trip. We have a range of after school activities that welcome all pupils from our school. The school building is accessible and has disabled parking and toilets available. Further details can be found on the school's 'Accessibility Plan'.

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

The school allocates resources in line with the level of need identified for each child. Funding for pupils with SEND comes from the school's delegated budget and, where appropriate, from additional top-up funding provided by Cheshire East Local Authority.

Resources are matched to needs through:

- Regular assessment and review of each child's progress and support requirements.
- Provision mapping to ensure that funding is directed towards interventions and support strategies that will have the greatest impact.
- Deployment of teaching assistants and specialist staff to provide targeted support in and out of the classroom.
- Investment in specialist equipment, assistive technology, or learning materials where these are needed to remove barriers to learning.
- Accessing specialist services commissioned by the school or Cheshire East, such as speech and language therapy, educational psychology, or sensory support (SPOTSS)

Decisions about resource allocation are made in consultation with parents/carers, the child (where appropriate), class teachers, and the SENDCo. Provision is regularly reviewed as part of the "Assess, Plan, Do, Review" cycle to ensure support remains effective and responsive to each child's changing needs.

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



<b>Teaching, Learning and Support</b>
<b>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)</b>
<p>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 SENCO, 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.</p>
<b>How will equipment and facilities to support children with SEND be secured? (IRR)</b>
<p>Vernon Primary School works closely with Cheshire East Local Authority, health services, and specialist advisory teams to identify and provide the equipment and facilities required to meet the needs of children with SEND. Where additional or specialist resources are needed, these may be funded directly from the school's delegated SEND budget or, if necessary, through applications for top-up funding (Element 3) from the Local Authority.</p> <p>We follow guidance set out in the Cheshire East Toolkit for SEND to ensure resources are used effectively and appropriately. In some cases, specialist equipment may be loaned or provided through external agencies (e.g., Occupational Therapy, Sensory Impairment Service). Staff are trained in the safe use of any specialist equipment provided.</p> <p>The school's Accessibility Plan also outlines how we ensure the learning environment and facilities are accessible for pupils with SEND. Where reasonable adjustments are required, we work in partnership with parents, carers, and professionals to secure appropriate adaptations to ensure that pupils can fully access the curriculum and wider school life.</p>
<b>How will you and I know how my child is doing and how will you help me to support their learning? (IRR)</b>
<p>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 SENCO, Assistant SENCO, 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 SEN 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.</p>

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



### Teaching, Learning and Support

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

At Vernon, every effort is made to ensure that the opinions, thoughts and feelings of our pupils are considered and integrated into any plans discussed about their education. We do this by:

- **Pupil Voice:** We hold regular discussions with pupils to gather their views about their learning, progress, and the support they receive. This may include informal conversations, pupil voice questionnaires, specific pupil voice activities e.g. Mapping the School Environment. Pupil's opinions are sought at a level that is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written means). Younger 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.
- **Accessible Communication:** We ensure that discussions are appropriate to the pupil's age, understanding, and preferred way of communicating. This may include using visuals, structured prompts, or adapted resources to enable pupils to fully express their views.
- **Partnership with Families:** We work closely with parents and carers to ensure that pupil views are understood in the context of home and school, ensuring a consistent and joined-up approach.

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. By listening to and acting on the voices of our pupils with SEND, we help them to become active participants in their education, promoting independence, confidence, and self-advocacy.

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

Our SENCO and Assistant SENCO, along with the Headteacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. 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. The school also works in partnership with the Cheshire East Inclusion Quality Framework (IQF) and seeks advice from external professionals and the Local Authority to ensure that provision remains appropriate and effective.

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



### Keeping Students Safe and Supporting Their Wellbeing

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

As a school we recognise the key importance of keeping all our children safe in the community, online and within school. Staff are trained in safeguarding and risk assessment to ensure that every child is appropriately supported. We recognise the additional risks and vulnerabilities that children with SEND may have and ensure that all learning is appropriate to their level of understanding and revisited in a timely and consistent manner. Children with SEND needs are taught specific lessons on safety appropriate to their individual needs and at a level that they are able to engage with and understand. In addition, we provide:

- **Supervision and Support:** We provide appropriate levels of adult supervision during breaktimes, lunchtimes, and when moving around the school site. Additional support is put in place where needed for pupils with specific SEND requirements. 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.
- **Risk Assessments:** Before any activities outside the classroom, including trips, risk assessments are carried out and reasonable adjustments are made so that pupils with SEND can participate safely. For some pupils, a detailed individual risk assessment is undertaken which is shared with all supporting staff and reviewed regularly by the class teacher and SENCO.
- **Pastoral Care:** Our pastoral team, alongside the SENDCO and support staff, ensure that pupils feel safe, included, and supported during the school day.
- **A Safe Environment:** We work closely with Cheshire East Local Authority guidance on safeguarding and health & safety to make sure our procedures meet local and statutory expectations. Vernon Primary School is situated within secure grounds (metal fencing with electronic door access/exit points).
- **Training and Awareness:** All staff receive regular training on safeguarding, behaviour management, and supporting children with additional needs to help prevent bullying and ensure that all pupils feel secure.
- **Pupil Voice:** We encourage children to share their views and concerns so that we can respond quickly to any worries and build their confidence in different environments.

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

##### Key staff

Miss Wood - Pastoral Manager & Mental Health Lead (trained as a Mental Health First Aider)

##### Pastoral Manager

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 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. 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.

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



### Keeping Students Safe and Supporting Their Wellbeing

#### **CAMHS Mental Health Support Team (MHST)**

Our Pastoral Manager uses links with the CAMHS Mental Health Support Team (MHST) who lead bespoke interventions for targeted groups of pupils who require additional support related to their emotional and 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.

#### **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. 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.

Further information and support can be found on the wellbeing page of our school website at **Wellbeing at Vernon Primary School** 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 **NSPCC Online Safety**

### How will the school manage my child'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/carers 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/carers 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.

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



### Keeping Students Safe and Supporting Their Wellbeing

#### Toileting

Staff members 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 are fully trained to support with toileting needs following guidance from occupational health professionals e.g. Bladder & Bowel Service, Sensory Occupational Therapists (SPOTSS). Any child requiring toileting needs will be supported by two members of staff.

#### Privacy & 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

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'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

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



### Keeping Students Safe and Supporting Their Wellbeing

sessions of PSHE in class following the PSHE Association Curriculum. The My Happy Mind programme is also taught across all year groups within school through five modules and each introduces a new set of content and habits to help children build resilience, self-esteem and confidence: Meet Your Brain, Celebrate, Appreciate, Relate & Engage. 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 [Behaviour Policy](#)) 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.

#### 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 [Vernon Primary School Behaviour Policy](#) - 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 Senior Attendance Lead, Headteacher, SENCO and Pastoral Manager will work closely with families where attendance is of concern to find holistic ways to improve the situation.

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



<b>Working Together &amp; Roles</b>
<b>What is the role of my child's class teacher?</b>
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 SENCO, Assistant SENCO and Pastoral Manager become involved. Communication with parents/carers continues to take place across a wider team within school.
<b>Who else has a role in my child's education?</b>
The Headteacher oversees the running of the school, ensuring that all elements of a pupil's education are in place. The school SENCO, Assistant SENCO 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 SENCO, Assistant SENCO 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.
<b>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?</b>
The SENCO, Assistant SENCO 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).
<b>What expertise is available in the school in relation to SEND? (IRR)</b>
Regular meetings are held to enable staff to work with the SENCO and Assistant SENCO 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 SENCO and Assistant SENCO 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.
<b>Which other services do you access to provide for and support pupils with SEND (including health, therapy and social care services)? (IRR)</b>

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



### Working Together & Roles

The school works closely with a wide range of external agencies and health professionals in order to meet the needs of pupils and their families. Including:

- Educational Psychology Service
- Cheshire East Autism Team (CEAT)
- Sensory Occupational Therapists (SPOTSS)
- Occupational Therapists
- Physiotherapists
- Hearing Impaired Team
- Visually Impaired Team
- Child and Adolescent Mental Health Service (CAMHS)
- CAMHS Mental Health Support Team (MHST)
- Speech and Language Therapists
- School Nurse/NHS
- Social care teams. We regularly organise multi-agency meetings to discuss pupil's needs (e.g. EHA – Early Help Assessment)

### 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 SENCO (Kerry Walmsley) & Assistant SENCO (Eve Hurst) are also available to support parents/carers in matters relating to SEND. Pastoral Manager & Mental Health Lead (Karen Wood) is available for emotional wellbeing concerns.

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

The school SENCO is Kerry Walmsley. Should you wish to contact her please email [senco@vernnonprimary.cheshire.sch.uk](mailto:senco@vernnonprimary.cheshire.sch.uk)

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

The designated governor for SEND is James Woodham.

The SEND Governor has a key role in championing the needs of pupils with SEND. They work closely with the SENCO and leadership team to ensure that:

- The school has an effective SEN policy in place.
- The school is meeting its statutory responsibilities for pupils with SEND.
- Pupils with SEND are supported to achieve their full potential and have equal access to opportunities.
- The views of parents and pupils are taken into account when decisions are made.

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

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



### Working Together & Roles

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 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 school 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. supporting classroom activities; accompanying educational visits/residential visits etc. Parents can also play an important role in the strategic development of the school by becoming a member of the Governing Body. When vacancies arise, all parents are informed and invited to apply. Parent governors work alongside staff and community governors to help shape the school's vision, monitor performance, and ensure that the needs of all pupils, including those with special educational needs and disabilities (SEND), are fully supported.

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

At Vernon Primary School, we recognise that supporting children with Special Educational Needs and Disabilities (SEND) also means supporting their families. We work in partnership with parents and carers to ensure they feel informed, listened to, and confident in the support their child is receiving. Families can access a range of help and support through the school, including:

- **Regular communication:** Families are kept informed through meetings, phone calls, and emails. The class teacher and SENCO are available to discuss progress, concerns, or next steps.
- **Individual support plans:** These are developed in collaboration with parents/carers, ensuring families are fully involved in setting and reviewing their child's targets.
- **Parent workshops and information sessions:** We offer opportunities to learn more about how to support children's learning and well-being at home.
- **Access to external agencies:** The SENCO can signpost families to outside services such as educational psychologists, speech and language therapists, or specialist advisory services.
- **Transition support:** Additional meetings and resources are provided to help families prepare for key transitions, such as moving between classes or into secondary education.
- **Open-door policy:** We encourage parents and carers to contact us with any concerns. Staff will take time to listen and work together to find solutions.
- **Emotional support:** We understand that parenting a child with additional needs can be challenging, and we provide reassurance, guidance, and practical advice wherever possible.

Our aim is to build strong, supportive relationships with families so that together we can ensure the best outcomes for every child.

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



### Inclusion & Accessibility

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

As an inclusive school setting we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school visits etc. 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 visits. We carefully plan trips in advance and carry out thorough risk assessments that take into account the needs of individual pupils. 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. We work closely with parents/carers to understand specific needs and put suitable adjustments in place. On occasions, where parents/carers and key members of staff feel that a different approach is required, alternative provision can be made. No child is excluded from an activity because of a special educational need or disability. Where a barrier might exist, we work with families to find a solution so that every pupil can enjoy the same opportunities as their peers.

#### How accessible is the school environment?

Vernon Primary School is committed to providing a fully inclusive and accessible environment for all pupils, staff, parents, and visitors. The school building and grounds are designed to be welcoming and accessible to individuals with a range of needs. Key features include:

- **Physical Accessibility:** The school is wheelchair accessible, with ramps and wide doorways where needed. There are accessible toilet facilities available on site. See accessibility policy and plan on our school website for further details.
- **Learning Environment:** Classrooms are adapted to support pupils with additional needs, for example by providing specialist seating, writing slopes, visual aids, and quiet spaces when required.
- **Communication Accessibility:** Staff use a variety of strategies to ensure information is accessible, such as visual timetables, simplified instructions, and the use of assistive technology. Several of our high needs SEND pupils use an alternative communication approach (PECS, Communication Boards, augmentative and alternative communication (AAC).
- **Adjustments and Support:** Where specific needs arise, reasonable adjustments are made in consultation with families, the SENCO, and external professionals to ensure equal access to learning and school life.

The school regularly reviews its accessibility and works closely with parents and carers to remove barriers and ensure that all pupils can participate fully in every aspect of school life.

### Transition

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

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



### Transition

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 2021 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 school? 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/SENCO 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 in the school and how will you support them to move on to the next stage? (IRR)

#### On 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 SENCO. 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 transition meeting is held where a plan is formulated. This meeting presents opportunities for 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 SENCO 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 SENCO's takes place.

#### Transition to new setting

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. 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.

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## 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. Additional information related to CEAT (Cheshire East Autism Team) and Educational Psychology services can be accessed for parents/carers through the SENCO/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://cheshireeast.gov.uk)



**Cheshire East Information Advice and Support Service (CEIAS):**  
[www.ceias.cheshireeast.gov.uk](http://www.ceias.cheshireeast.gov.uk)



**Cheshire ADHD & Autism Team**



**Cheshire East Parent Carer Forum**



[space4autism.com](http://space4autism.com)



**Cheshire East Family Hubs**

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

Updated: September 2025  
 Date of review: September 2026



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



<b>Additional Information</b>
<b>Where can I find the Cheshire East Local Offer? (IRR)</b>
The Cheshire East Local Offer can be found at: <a href="https://www.cheshireeast.gov.uk/special-educational-needs-and-disability">Special Educational Needs and Disability (cheshireeast.gov.uk)</a>
<b>What can I do if I am not happy with a decision or what is happening? (IRR)</b>
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/SENCO 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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