Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type

Cheshire East Council

Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	
Type of Setting *(tick all that apply)*	☑ Mainstream ☑ Resourced Provision ☐ Special ☑ Early Years ☑ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☐ Maintained ☑ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	
Number of places	
Which types of special educational need do you cater for? *(IRR)*	☑ 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 adaptation and support. We also have a 7 place Resourced Provision with the primary area of need identified as Social, Emotional and Mental Health. ☐ We are an inclusive setting that offers a specialism/specialisms in

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

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

Questions from the Parent/Carer's Point of View:

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Identification

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

Children with SEND are identified as early as possible within our Academy (when Academy is referred to, this includes the Nursery). Within the Academy, a wide range of experiences are used to support the identification of those children who may need extra help. The whole child is always considered and we will look at a child's learning, social and emotional well-being and any changes in their behaviour as well as their profile against recognised characteristics of specific forms of SEND. Academy staff receive training to support them with the identification of children with SEND when required.

As early identification is paramount, there are different ways of sharing information and concerns within the Academy.

- In the Nursery, Child Centred Planning Meetings maybe held to support in understanding the child better which enables everyone to plan effective practice and provision for the child.
- Pupil Progress meetings which are led by the Senior Leadership Team, monitor children's progress carefully and identify children who are not making expected progress.
- Class teachers have the opportunity to discuss issues raised, for example at Pupil Progress meetings, with the Academy's SENCO to ensure that all children are achieving the best they can.
- As an Academy team, any concerns about progress or a child's well-being are shared.
- Talking to parents/carers and listening to their concerns and worries.
- Talking and listening to the child if they say they need extra help or have worries.
- Liaison with other professionals such as health professionals.
- Talking to previous school or pre-school settings that a child has attended.
- Records of specific interventions are monitored by the Senior Leadership Team (SLT).

After initial identification has taken place and support given, any further concerns are discussed with the Academy's SENCO. The SENCO, teaching staff and/or Nursery Lead would then discuss these concerns with those working with the child, the child's family and the child themselves, if appropriate. 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. Priority is given to high quality teaching strategies. Depending on the level of the child's needs, the decision may be made to offer class based support approaches. For some children, in addition to the class based support approaches, out of class interventions may be offered. Those children with the highest levels of need may be referred to other agencies for further advice and support. The Nursery is supported by a Portage, Quality and Inclusion practitioner. The practitioner will review what is already in place for the child and give advice. Strategies and resources may be suggested. A referral may be made to the Early Years Forum. This advice is discussed with those who work with the child, the child's family and the child themselves.

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Identification

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

If you think your child needs extra help you should:

- In the first instance speak to the class teacher or Nursery Lead. Class teachers are often available at the end of the Academy day with Nursery staff available at the end of the Nursery session; an appointment can be made if you require a longer discussion. The class teacher/Nursery Lead may also invite the SENCO to listen to your concerns and to help plan next steps.
- Alternatively, the SENCO can be contacted directly by making an appointment with the Academy office.

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

The Alexandra Academy Trust SEND policy and other relevant policies can be found on the Academy website by following this link.
http://www.monkscoppenhall.cheshire.sch.uk

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Teaching, Learning and Support

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

- The Academy teaches children with SEND in accordance with the Cheshire East area wide offer (see CE website).
- As an inclusive Academy, the aim is to provide a learning environment that provides for a wide range of differing needs.
- The priority is the provision of high quality class teaching which is adapted to meet the needs of all learners within the Academy. Sometimes a child may need a personalised approach to learning across the Academy.
- Approaches might include alternative forms of recording work, visual prompts, learning scaffolded by an adult.
- Support staff are deployed within a class to support targeted children, including supporting children at playtimes and lunchtimes. The aim is to develop children's independence across all learning within the Academy.
- Within the Academy, class teachers, the Nursery Lead and support staff receive regular professional development opportunities to guide them in adapting learning opportunities for the learners in their class and settings.
- Planning for SEND is completed by class teachers and the Nursery Lead with support from the SENCO when required and includes high quality teaching.
- The mainstream Academy has access to intervention programmes available to help children which goes beyond class based approaches. Some of these intervention approaches are commercially available packages of support, such as WellComm, Read, Write, Inc 1-1 catch up, Ready Steady Jump, Reciprocal Reading and Precision Teaching. Others are bespoke/personalised approaches based on best practice guidance such as social skills groups and the Academy's 'Rainbow Room'.
- For those children with significant or complex needs, the Academy, seeks the advice of specialists, for example Speech and Language Therapists, Health Visitors, Educational Psychologists, Visual Impairment Service, Hearing Impaired Service, The Early Years Forum, Portage Quality and Inclusion Practitioner and Occupational Therapists. In some cases, these specialists might work in the Academy with the child or at a local clinic. The advice of Outreach Services offered may be sought as well. The Academy has a link to a Mental Health Support Practitioner.
- Where additional levels of support are required, currently a Special Educational Needs (SEN) Support Plan is created, which outlines the provision available to each child and will be available to parents/carers. In addition, parents/carers will be able to discuss the planning of support for their child and will have the opportunity to discuss their child's progress at parent-teacher meetings. The SENCO is available during parent-teacher meetings. Alternative ways of communicating with parents/carers (telephone, email, Microsoft Teams) may also be encouraged if a meeting is requested. In the Nursery, a Child Centred Planning Meeting may take place.
- Also there is the opportunity to contact the Academy's SENCO by making an appointment through the Academy office so a child's needs may be discussed in person in more detail.
- Within the mainstream Academy, parents/carers are invited to meet with the class teacher and/or SENCO to discuss impact and provision.

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Teaching, Learning and Support

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

- Teaching staff are aware of the high quality teaching strategies that are used to support all children within the mainstream Academy.
- All class teachers or support staff take responsibility for meeting the needs of all learners in their class by adapting the learning.
- As an inclusive Academy, the learning environment is adapted to ensure that all children can access their learning at an appropriate level. For example, for those children with language processing difficulties, visual supports may be used to accompany auditory information.
- Individual children's progress is tracked and monitored.
- For those learners who require a more specialist approach to learning, class teachers or support staff are encouraged to discuss different approaches to adaptation with specialist staff in the Academy, for example the Academy's SENCO, or staff from the Academy's Resourced Provision, the academy-employed Speech and Language Therapist , Emotional Literacy Support Assistants, Art Specialist.
- The class teacher, Nursery Lead or support staff and the Academy's SENCO may seek advice from other agencies such as the Cheshire East Autism Team (CEAT) or the Early Years Forum, to help match the curriculum and learning environment to a child's particular needs.
- Systems are in place to ensure information regarding children with SEND and medical needs is shared with all staff including supply staff.
- The Academy aims to encourage independence in all learners and this is promoted by ensuring that independent work tasks are accessible through adaptations as far as possible.

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

- The Senior Leadership Team and the SENCO regularly review the special educational needs across the Academy.
- Resources for children with special educational needs are met from the Academy budget as far as possible.
- In the Nursery, if a child accesses Disability Living Allowance (DLA), the Nursery may apply for the Disability Access Fund (DAF), to allow the Nursery setting to provide resources and training to meet the needs of the child.
- The resources are allocated on a needs basis across the Academy. Resources might take the form of additional physical resources in the classroom/ nursery setting e.g. writing slopes, ear defenders, talking tins etc or through additional adult support such as teaching assistants, learning support assistants and therapists.
- For those requiring provision that is additional to class based approaches, funding may facilitate the Academy's intervention programmes.
- Some children's needs may be complex and they may need a key person at times across the Academy.

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Teaching, Learning and Support

- Where a child's needs are more complex and it is felt that additional funding is required to meet her or his needs this will be discussed with parents/carers at regular review meetings. Consideration to making an application for an Education, Health and Care Plan needs assessment will be discussed in partnership with parents/carers. If parents/carers agree, the Academy will apply to the local authority for an Education, Health and Care Plan needs assessment.
- Parents/Carers are able to request an Education, Health and Care Plan needs assessment. Parents/Carers will need to contact the SEND Team. However, parents/carers should discuss their concerns with the Academy prior to making a request.

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)*

- When children's needs are initially identified a discussion takes place between teachers, nursery , parents/carers and the child if appropriate. At this meeting desired outcomes for the child will be discussed and the provision or support that a child needs to meet those outcomes will be agreed. The Academy's SENCO may be invited to attend this meeting. Please see the Alexandra Academy Trust Special Educational Needs and Disability Policy that further outlines this process.
- The Academy has a wide range of expertise and understanding about the type of support a child may need but occasionally the Academy seeks the advice of other agencies to help the child in meeting the outcomes agreed. This may be when there are differences of opinion about the nature of support required.
- Parents/carers and children will be fully involved in decisions about support and provision and any decisions to implement provision that is additional or different to that received by the majority of children are made in conjunction with the child and parents/carers.
- All resources training and support are reviewed regularly and changes made as needed.

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

- The Academy has a range of specialist equipment and facilities e.g. writing slopes, coloured overlays to support children with SEND.
- These resources are allocated on a needs basis across the Academy.
- Additional resources are procured as and when required. Additional resources may be met by the Academy's budget or may form part of the provision within an Education, Health and Care Plan, for example specialist hearing aids.
- Where more specialist equipment is required e.g. large print books, the Academy's SENCO will liaise with the relevant external advisory services to seek the best advice for the procurement of these.
- In the Nursery, if a child accesses Disability Living Allowance (DLA), the Nursery may apply for the Disability Access Fund (DAF), to allow the Nursery setting to provide resources and training to meet the needs of the child.
- Parents/carers will be involved wherever possible in these discussions.

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Teaching, Learning and Support

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

- Monitoring of your child's progress happens on a day-to-day basis by the class teacher.
- For learners with the most significant needs, regular contact with families takes place. Contact may take the form of communication through the children's Home/School Diary (Reception – Year 6) or a conversation with a member of staff.
- Formal monitoring of progress takes place termly.
- Information about pupil progress is shared with parents/carers at parent/carer-teacher meetings which are held twice a year and through the annual report to parents/carers which is sent home during the summer term.
- For children with special educational needs (SEND) support plans will be discussed with parents/carers at parent-teacher meetings. The Academy's SENCO is available at parent-teacher meetings. A copy of the Summer Term SEN plan is sent home with the child's school report. Parent/carers are invited to make an appointment with the class teacher and/or SENCO if they wish to discuss the SEN plan. For those children with Education, Health and Care Plans, a formal annual review will also be held. Within the Early Years Stage, the formal annual review will be held approximately every six months for a child with an Education, Health and Care Plan when under the age of 5.
- Parents/carers are welcome to make additional appointments to discuss their child's progress as required and class teachers are usually available at the end of the Academy day or at the end of the Nursery session. Parent/carers may also make an appointment to speak to the SENCO.
- If the teacher or SENCO has any worries or concerns they will contact you in person or by phone call.
- There are assessments which are statutory and you will receive these at the required time, for example: EYFS (Early Years Foundation Stage), phonics screening check, multiplication tables check (MTC) and end of key stage 2 statutory assessment results.
- The Academy's Family Link Worker and Nurture Lead also offer parenting advice and strategies.

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

- The active participation of all children is encouraged in all aspects of their learning.
- The Academy has a Children's Council which meets regularly with the Vice Principal.
- Through the Marking and Feedback Policy areas of progress and areas that need further development are identified. The children are given time to read, reflect and respond in green pen fix-it time.
- For the Annual Review process, the child's ideas and thoughts are reported. When a child is unable to communicate their thoughts and ideas, these are communicated and written in the third person. The child is invited to be a part of the review meeting if appropriate.
- Pupil Voice surveys may be completed across a range of curriculum subjects.

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Teaching, Learning and Support

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

- The Academy's SENCO, along with other members of the leadership team, as well as the assistant SENCO's undertake regular monitoring of children's progress and of the effectiveness of provision.
- There are opportunities to work closely with a cluster of schools and various outside agencies which enables opportunities for consultation and continuing professional development. This allows for the sharing of ideas, resources and expertise.
- The Academy has been allocated an Inclusion Support Advisory Teacher by Cheshire East SEND Team.
- The Alexandra Academy Trust has appointed a Trust Inclusion Lead, Mr C Simpson-Wells.
- The SEND Governors maintain an overview of the Academy's provision through meetings with the SEN Team.
- The SEN Team report regularly to the Governors.
- The success of intervention programmes in the Academy is monitored carefully to ensure they provide high quality outcomes and remain good value for money.
- The individual opinions of children and parents/carers regarding the effectiveness of support are sought and collated to inform decisions about future provision.
- For the Annual Review process a survey of parental/carer views is undertaken.

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Keeping Students Safe and Supporting Their Wellbeing

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

- Children's safety is paramount within the Academy and staff follow the Academy's Child Protection and Safeguarding Policy.
- Information about children with SEND is communicated to relevant Academy staff through the medical conditions list and individual care plans, which outline any areas which could pose a risk to the child. Where risks are identified, measures are taken to limit these. Where a significant risk is identified, a risk assessment would be carried out and/or outside agency advice sought, and if needed, plans and actions would be put into place.
- As some children need a more personalised approach and need extra support at different times of the day, additional support may be provided for unstructured times of the day if required.
- For any offsite visits, the Academy adheres to the Cheshire East offsite risk assessment procedures (EVOLVE) and if necessary individual risk assessments would be carried out and shared with parents/carers.
- There is always a first aider included as part of the staff team for all off site activities.

- Children in Early Years, the Resourced Provision and Key Stage One are handed over to their parents/carers or an authorised adult at the end of the Academy day. There may be children within Key Stage Two that this may apply to.
- Individual behaviour plans including Reducing Anxiety Management Plans (RAMPS) and/or a Behaviour Plan may be created for those pupils who have more additional social, emotional and mental health needs.

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Keeping Students Safe and Supporting Their Wellbeing

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

- The Academy recognises that children with SEND can experience a range of social and emotional issues and may need extra pastoral support. As well as a whole Academy focus through our Relationships and Health Education (RSHE) teaching, a range of interventions to address specific issues as they arise, may be offered.
- The 'Ready to Learn' tool supports staff in tracking and monitoring children's wellbeing.
- The Academy currently has a Senior Mental Health Lead and three trained Mental Health First Aiders.
- The Academy is linked to a Mental Health Practitioner. The Academy is able to make referrals to the Mental Health Support Team when children are identified as needing further support. Parental consent must be obtained.
- Developing friendships can be challenging and to support this, a range of different social skills activities, for example, at lunchtime play leaders may be offered.
- Three trained Emotional Literacy Support Assistants (ELSA), two of whom are also the Academy's Family Link Worker and Nurture Lead, are available to support children and families in a holistic way.
- It is sometimes appropriate to offer support to peer groups/siblings of children with SEND and where needed will give opportunities for them to have a 'time to talk' with a key adult and be sensitive to their needs as well.
- The Academy does not tolerate bullying and we follow our Academy's Anti-Bullying Policy (this can be found on our website at **http://www.monkscoppenhall.cheshire.sch.uk)**
- Assemblies which address some of the key areas of need within our Academy are held.

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

- The Academy and Nursery has a Medicines Policy. Please contact the Academy Office to request a copy.
- If medication is prescribed by the doctor a medicine request form must be completed at the Academy office before a member of staff is able to administer it. Medicine is administered in the presence of 2 members of staff who sign to acknowledge correct administration.
- If medication needs to be taken over time in school, then after discussion with the relevant health care professionals (if required) and parents/carers and staff, an individual health care plan is agreed and put into place.
- In some cases a child's medication may be more appropriately stored and administered in their classrooms (e.g. asthma inhalers). When this is applicable a clearly identifiable safe place, where the child can access the medication e.g. inhaler, with ease is chosen.
- If an individual health care plan needs to be put in place a care plan will be developed with the support of parents/carers and medical professionals, such as the continence service.
- With toileting, in the first instance, the Academy and Nursery would support toilet training programmes in place where appropriate.

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Keeping Students Safe and Supporting Their Wellbeing

- For those children who wear nappies or continence pads, the Academy requests that parents/carers provide the appropriate equipment as well as a spare change of clothes in case of accidents. An Intimate Care Plan is put into place. The Academy has an Intimate Care Policy. Please contact the Academy Office to request a copy.
- All staff complete Allergy and Anaphylaxis training on an annual basis.
- The relevant staff have training to address any other specific needs that a child may have, as it is required, e.g. epilepsy, diabetes.
- There are regular staff updates on medical conditions affecting individual children so that staff are aware of a child's particular needs.
- Information about more complex medical and personal care needs of a child is noted on an individual healthcare plan.
- For children with medical conditions which can present with medical emergencies, a clear and detailed plan is produced alongside parents/carers and medical professionals, detailing the procedure to be followed in the event of an emergency.
- Parents/carers are asked to inform the Academy if a child has time off for medical appointments. The absence is recorded as 'medical.'
- Where children need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the child with any missed work with the class teacher in the first instance. Wherever possible the Academy will work flexibly to support children who miss work due to unavoidable medical appointments or through illness.
- The Academy has trained first aiders who update their training on a regular basis.
- For some children it is most appropriate for medical care to take place in private (e.g. toileting) and arrangements for this are made based on the context of the child's needs. For some children, medical care may take place within the daily routine of the classroom.
- All individual healthcare plans are reviewed to ensure a child's privacy and dignity is respected.

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

- Our Mission Statement is : 'To be the best we can in mind, body and spirit'
- Class teachers have overall responsibility for their class and regularly address personal, social and emotional well-being.
- Sometimes a child with SEND may need extra support and a key person or a member from the Wellbeing Team may be used to support this role. The Emotional Literacy Trained Assistants (1 who is the Family Link Worker and 1 who is the Nurture Lead) might work individually with children or might support children in a holistic way (e.g. family support etc).
- The Academy and Nursery seeks advice from agencies such as CYPMHS (Children and Young People's Mental Health Services), Mental Health Support Team, Educational Psychologist (EP), Cheshire without Abuse, NSPCC, Cheshire East Autism Team (CEAT), and the Early Years Forum.

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Keeping Students Safe and Supporting Their Wellbeing

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

- The Academy has a positive approach to supporting and promoting good behaviour. An incentive scheme that includes earning lanyards is used as part of the mainstream Academy's approach to focussing on success and positive outcomes.
- The Academy has a clear behaviour policy which is implemented consistently across the mainstream Academy. Our Behaviour and Relationships Policy can be found on the website **www.monkscoppenhall.cheshire.sch.uk.**
- Where children require additional support, a range of measures are used to support children in adhering to the Academy's rules. For some children this involves alternative arrangements at key 'trigger points' during the day; for others thismay involve a 'time out' arrangement enabling the child to find a designated safe place at times of stress.
- In order to understand the behaviour, an Antecedent, Behaviour, Consequence system of recording and analysing behavioural incidences, in order to find patterns in behaviours may be used. When these are identified strategies to support children in avoiding a repetition of these behaviours are implemented.
- It is rare the Academy would consider exclusion for any child. A behaviour report is used as a means of giving measurable targets to improve behaviour. A copy of the Academy's Behaviour and Relationships Policy can be found on the Academy website **www.monkscoppenhall.cheshire.sch.uk.**
- Attendance is monitored daily. Where a child with SEND has attendance or punctuality concerns, this is discussed with the parents/carers and, where necessary, advice sought from the commissioned Education Welfare Officer or Cheshire East's Attendance and Children Out of School Team.
- The Academy takes active steps to improve attendance. Our Attendance Lead works with families to offer support to improve punctuality and attendance.
- Good attendance is promoted through the use of termly attendance certificates.
- Positive Handling may need to be used as a positive physical support for a child; for example, taking the child to a safe space in order to calm down or that the child cannot hurt themselves or others.

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Working Together & Roles

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

The role of the class teacher is:

- To deliver high quality teaching and adapting teaching to meet an individual child's needs within their class.
- To have responsibility for children's learning and day-to-day well-being within the Academy.
- To check progress across their class and identify where additional help or support may be needed.
- To discuss with the SENCO any extra additional support required.
- To plan with any additional adults for the implementation of any extra support or intervention.
- To listen to specialist advice such as the Educational Psychologist, Cheshire East Autism Team (CEAT) and adapt teaching and learning as advised.
- For those children who are part of the Resourced Provision (specified on their Education, Health and Care plan), the child will be part of a mainstream class ensuring that pupils are given the opportunity to be included in mainstream learning opportunities within a designated class. The SENCO provides on-going support and advice, as required.
- The Nursery, will undertake progress checks and assessments of all children.
- The class teacher is the first port of call for children and parents/carers.
- To ensure the Alexandra Academy Trust SEND policy is followed in their classrooms and nursery setting.

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

- The Principal /Vice Principal/Assistant Vice Principals
- The SEND Governors
- The Academy's SENCO with the support of the assistant SENCO's.

In addition to the Principal, the SENCO, the class teacher/s or Nursery Lead, children may come into contact with the following:

- The Safeguarding Lead has responsibility for ensuring the pastoral needs of children are met.
- A Speech and Language Therapist assesses and designs programmes for individual children. These programmes are delivered to individuals or in small groups. A designated Speech and Language Support Teaching Assistant works closely with the Speech and Language Therapist to support the delivering of the programmes.
- External agencies or specialists, for example (Cheshire East Autism Team, Educational Psychologist, Early Years Forum, Mental Health Support Team) may provide additional support and advice. Their involvement will always be with the consent of the parent/carer.
- There are also a large number of support staff (teaching assistants, nursery staff) working in the Academy. Many of these are highly skilled and experienced. Some of these staff deliver intervention programmes under the guidance of the teaching staff as well as working in the classroom supporting children.
- For children with the highest levels of need, an additional adult might at times be assigned to work with a child.

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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?

- Systems are in place to ensure information regarding children with SEND, an Education, Health and Care Plan or medical need/s is shared with relevant staff including supply teachers.
- All relevant class teachers, nursery staff and appropriate staff will have access to Individual Healthcare Plans and Education, Health and Care Plans.
- The SENCO shares the information about a child's Education, Health and Care Plan with key staff.

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

- All Academy and Nursery staff have a good awareness of SEND through staff meetings. Meetings are held to enable staff to work with the SENCO and assistant SENCOs to develop their practice in relation to the specific needs of children in their classes.
- Some staff have received training in speech and language communication techniques for use in the classroom as appropriate.
- Some staff have received specific training in de-escalation techniques.
- Some staff have been on a Cheshire East Autism Team training course in the teaching and inclusion of children with autism.
- Staff undertake training from the Visual Impairment and Hearing Impairment Teams as appropriate.
- Staff undertake training in relation to specific medical conditions, including allergy and anaphylaxis and epilepsy as appropriate.
- Staff undertake training from the Paediatric Diabetes Team when required.
- The Emotional Literacy Trained Assistants have undertaken relevant professional development and have an enhanced knowledge of pastoral care.
- The Academy has a Speech and Language Therapist working on a 0.4 timetable and a Speech and Language Therapy Support Assistant.
- The Academy and Nursery's SENCO has achieved the National Award for Special Educational Needs Coordination.
- At Nursery, specialist support from the Portage Quality and Inclusion Practitioner and Early Years Forum may be sought.
- The Academy has been allocated an Inclusion Support Advisory Teacher for the academic year 2026-2027, who will visit the Academy, at least termly.

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Working Together & Roles

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 Academy and Nursery has links with a wide range of outside agencies according to the current needs of children within the Academy as well as the support from different agencies, which include:

- Educational Psychologist.
- Half termly Cheshire East Autism Team meetings.
- Speech and Language Therapist who works on a 0.4 timetable**.**
- Springfield Outreach Services
- Mental Health Support Team/Mental Health Practitioner linked to the Academy
- Inclusion Advisory Support Teacher
- At the Nursery: Early Years Forum, Portage Quality and Inclusion Practitioner, Health Visitors and Speech and Language Therapists.

Support and advice is also sought and implemented from external agencies to ensure any barriers to success are identified and dealt with. These include:

- Educational Psychologist
- Educational Welfare Officer
- Cheshire East Autism Team
- Sensory Processing Occupational Therapy Support Service (SPOTSS)
- Speech and Language Therapist
- Speech and Language Therapy Team
- CYPMHS (Children and Young People's Mental Health Services)
- Visual Impairment
- Hearing Impairment
- Occupational Therapy
- Physiotherapy
- Community Paediatrics
- School Health
- Paediatric Diabetes Team when appropriate

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Working Together & Roles

- Health Visitors
- Early Years Forum
- Portage, Quality and Inclusion Practitioner
- Continence Service
- Social Care
- Family Support Workers
- CLASP
- Cheshire East Outreach Services
- Mental Health Support Team/Mental Health Practitioner linked to the Academy

The Academy organises, where appropriate, multi-agency meetings to discuss a child's needs (e.g. Extra Help, Targeted Help and/or Child Centred Planning Meetings for nursery children) and aims to ensure good communication with these groups in order to meet the needs of a child and their families.
The Cheshire East Local Offer is available from: **http://www.cheshireeast.gov.uk/livewell/livewell.aspx**

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

- The first point of contact is the class teacher.
- The SENCO, Miss A Fisher can be contacted; an appointment can be made through the Academy office.

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

- The SENCO for 2026-2027 is Miss A Fisher who can be contacted via the Academy office.
- The SENCO is supported by two SENCO assistants, Mrs A Cador and Miss A Day.
- The 3 members of staff are collectively known as the SEN Team.

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

- The Academy's Governors have responsibility for ensuring the quality of provision across the Academy.
- There are regular meetings between the SEND Governors and SEN Team.
- The SEND Governors are Mrs L Kelly and Mr J Lea

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Working Together & Roles

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

- Pupil Voice is valued in our Academy.
- Children are encouraged to attend parent/carer evenings.
- The child is included in meetings with parents/carers, when appropriate.
- The child's thoughts when writing Special Educational Needs (SEN) Support Plans
- The Academy records the child's thoughts before an annual review.
- When a child is unable to communicate their thoughts and ideas, these are communicated and written in the third person.
- The child may be invited to come into the Annual Review meeting so they can share their views.

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 Academy.
- Parent Governors sit on the Local Governing Body and when their term of office expires, details of how to stand are advertised.
- Joining Friends of Monks (FOMS), the Academy's Parent and Teacher Association.
- The Academy newsletter, Arbor App, social media keeps parents/carers in touch with events in school alongside the Academy's website.
- Class meetings detail how parents/carers can support their child's learning.

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

- The Academy, led by the SEN Team, provides support to parents/carers as required. This might involve supporting and completing forms with parents/carers. If a parent/carer wishes to talk to the SENCO then an appointment should be made with the office.
- The Academy will signpost organisations, such as parents/carers or support groups. This may be shared in a number of ways throughout the school year: the Academy newsletter and website.
- The Academy will signpost parents/carers to the LA Local offer as an information point for information and guidance.

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Inclusion & Accessibility

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

- As an inclusive Academy we seek to ensure that all children regardless of need are able to attend enrichment opportunities such as after school clubs and Academy visits.
- The Academy works creatively and flexibly to make relevant adaptations to enable children with SEND to attend. This may include a more personalised approach and extra named support for different activities outside the classroom.
- There is a wide range of out of school clubs and activities which can change from time to time across the school year, all of which are available to every child.
- For those children whose very high levels of need mean that the standard out of school activities on offer are inappropriate, the Academy seeks to liaise with families about suitable alternatives (for example a day visit in place of an overnight residential).
- Risk assessments are carried out for all off site activities and residential visits, to ensure that everybody's health and safety will not be compromised.
- If a child needs extra support to ensure his or her safety and well-being, an individual risk assessment is completed.
- If in the unlikely event that it is considered unsafe for a child to take part in an activity in school or out of school then alternative activities for the child will be organised.
- Our Resourced Provision is a low stimulus teaching environment in order to support learners who need this type of environment in order to engage better and benefit from learning in this classroom.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Yes Details (if required)

Are disabled changing and toilet facilities available?

Yes Details (if required)

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

Details (if required)

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Inclusion & Accessibility

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

Details (if required) **Not applicable**

The Academy's Accessibility policy adheres to the Children and Families Act 2014.

Our practice is and policy adheres to the Equality Act 2010.

- Children with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments.
- Where required the Academy seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.
- The Academy aims to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person and by phone.
- Where translation is needed to support parents/carers understanding of English, the Academy will endeavour to support this through the use of translation services, where possible.

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Transition

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

- For information about entry please telephone the Academy office on 01270 814040 or email the main Academy office (**admin@monkscoppenhall.cheshire.sch.uk**) who will discuss the entry process with you.
  Please refer to our admissions policy at
  https://monkscoppenhall.cheshire.sch.uk/download/academy-admissions-policy-2026-27/
- The Academy complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled children. Where the Academy is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the Academy 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 children.
- Admissions to the Resourced Provision are managed by the SEND Team at Cheshire East. Your child must have an Education, Health and Care Plan in order to consult for a place within our Resource Provision.

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

- The Academy offers a range of transition visits for new children.
- Families of children with SEND are encouraged to arrange a separate visit with the Academy's SENCO and class teacher or the Nursery Lead so that information which specifically relates to the child's requirements can be shared. This can be arranged by emailing the Academy office (**admin@monkscoppenhall.cheshire.sch.uk**) or telephoning the Academy office on 01270 814040.
- We encourage the families of pupils wishing to attend our Resourced Provision to make an appointment to see what we can offer.

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)*

Transition time can be a difficult time for both the child and family.

Entry

- Prior to entry to Monks Coppenhall Academy, it is usual for families of children with SEND to visit for an informal tour of the Academy. For children who will be able to access mainstream learning opportunities, information from this meeting will be shared with the appropriate staff. During the meeting staff will discuss your child's needs and plan together how best to meet your child's needs and make the transition successful.
- Children starting in the Early Years Foundation Stage (EYFS) will be visited at the child's home prior to starting at the Academy, unless a visit has previously been made. A visit to the child's nursery/setting maybe made.

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Transition

- For those children with an Education, Health and Care Plan, if it is agreed at this point that the Academy is able to meet the child's needs, a multi- agency transition meeting may be held. This meeting is an opportunity for families and professionals to share information about the child and actions are set to ensure the child is appropriately included. Prior to entry to school, a range of transition measures are in place. This is personalised to meet the needs of the child but may include visits to the child's current setting, extra visits put in place, a transition pack containing photos etc. in partnership with parents/carers and any other agencies sharing information to ensure that the child's needs are identified and met during transition.

Transition to new settings

- If your child is moving to another school, staff will endeavour to contact the new school's SENCO and share information about any special arrangements which have been put in place to support your child's learning and inclusion.
- All records about your child will be transferred as soon as possible.
- Additional visits to the new setting may be encouraged.
- The Academy can advise parents/carers and families when making decisions about secondary provision relating to local specialist settings.

Transition to Year 7

- High school staff normally visit the Academy to share information with our Year 6 staff. Where possible the high school SENCO will be involved with any Annual Reviews in Year 6.
- Extra transition visits may be arranged in consultation with your child, both schools and parents/carers.
- Staff will meet with you and anyone else who can help prepare and support your child's move to high school.
- The Academy aims to work in partnership with parents/carers and any other agencies (for example, the Cheshire East Autism Team) to ensure that your child's needs are identified and transition between schools is successful.
- All records about your child will be transferred as soon as possible.

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Additional Information

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

- *The Academy's SENCO or Family Link Worker and Nurture Lead in the Academy can provide details of further support for families.*
- *Please look at Cheshire East's Local Offer for further information about the support services available to help you and your family* **http://www.cheshireeast.gov.uk/livewell/livewell.aspx**
- *The Cheshire East Information Advice and Support are signposted to offer further support* ***http://ceias.cheshireeast.gov.uk/home.aspx***

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

- This Academy information report was updated October 2026.
- It will be reviewed in September 2027.

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

The Cheshire East Local Offer can be found at **http://www.cheshireeast.gov.uk/livewell/livewell.aspx**

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

- If a parent/carer is unhappy with the provision that has been made for their child then you should initially approach the class teacher or the Academy's SENCO so that worries and concerns can be addressed promptly.
- If this does not resolve the problem then parent/carers should speak to a member of the Senior Leadership Team.
- However, if after discussing the concerns with these people, parent/carers remain unhappy with any aspect of the Academy performance the complaints procedure can be accessed through the website **www.monkscoppenhall.cheshire.sch.uk**