

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.



Our Local Offer for Special Educational Needs and/or Disability



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





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Name of Setting	Eaton Bank Academy
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input checked="" type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input type="text"/>
Specific Age range	11-18
Number of places	180 per year
Which types of special educational need do you cater for? (IRR)	<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. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <input type="text"/>

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.



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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)	
<p><i>Within the Academy there is a wealth of experience on our team and this is used to ensure that students who may need extra help are identified as soon as possible. Many SEND students have had their needs already recognised at primary school and transition systems exist to ensure good communication prior to transfer. However, needs may change during the secondary phase and concerns can come from a number of sources including:</i></p> <ul style="list-style-type: none"><i>• concerns raised by parents/carers, teachers and support staff through observations and/or screening</i><i>• there may be a lack of progress so a student may be identified as performing below age related expectations</i><i>• a student asks for help</i><i>• there is a change in the student's behaviour or self-esteem which is affecting performance</i><i>• liaison with external agencies or a health diagnosis through a paediatrician</i> <p><i>Student progress is monitored through half termly data collection and subsequently reviewed with interventions put in place across subjects by class teachers, Learning and Progress Managers and Pastoral Managers. Depending on the level of need, a decision made be made to offer advice to subject teachers in order to support differentiation at class level. For those with greater needs, additional interventions may be offered. Those with the highest level of need may be referred to external agencies for advice and support. The SENDCO keeps a register of students requiring additional support in order to monitor progress and to plan for provision across the school.</i></p>	
What should I do if I think my child or young person needs extra help?	
<p><i>We realise that parents are partners in the learning journey and have a wealth of knowledge to share with us. We welcome both informal and formal discussions about your child and from this growing picture we can work together in partnership to identify together if your child needs extra help.</i></p> <p><i>If you have any concerns about any aspect of your child's education your first contact should be the Form tutor. The Form tutor may then seek the involvement of the subject teacher, pastoral manager, learning and progress manager and/or SENDCO.</i></p>	
Where can I find the setting/school's SEND policy and other related documents? (IRR)	
<p><i>The Academy SEND policy and other relevant policies can be found on the school website by following this link: www.eatonbank.org (IRR)</i></p>	



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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 students with SEND in accordance with the Cheshire East Area Wide Offer (www.cheshireeast.gov.uk/localoffer).

We aim to give students the opportunity to access appropriate learning in an inclusive manner through high quality class teaching differentiated to meet the needs of all learners. The subject teacher's planning takes into account individual student's needs and any personalised learning requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organized flexibly with opportunities for both ability and mixed setting to maximize learning opportunities for all.

Teaching and support staff take part in regular professional development opportunities to support a wide variety of methods of differentiation in the classroom.

Where additional levels of support are required, these will be detailed on Student Profiles and be discussed and reviewed with parents and students at regular teacher-parent meetings.

The Academy offers a range of intervention programmes for students requiring support beyond class based approaches, for example for Literacy (Fresh Start) and Numeracy (Catch-up Numeracy). Others are personalised approaches based on best practice guidance, e.g. Social skills. Students with an EHC plan may require specific named interventions which have been advised by specialist support services, for example, Cheshire East Autism Team.

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

All class teachers take responsibility for meeting the needs of learners in their class through quality first teaching. Where students have SEND, class teachers will be aware of the student's strengths and weaknesses, and use their best endeavours to accommodate these needs to allow students to access the lesson and learn at their level. Teaching staff receive regular professional development opportunities to support them in offering differentiated learning opportunities for the learners in their classes.

All additional provision for students with SEND is overseen by the SENDCO in collaboration with other key stakeholders including Heads of Faculty, Learning & Progress Managers and Pastoral Managers.

Students in Year 9 and upwards are assessed to establish the need for access arrangements for examinations by the SENDCO and Access arrangements assessor in order to enable SEND students to demonstrate their knowledge to the best of their ability in formal exams. These arrangements reflect the help that is usually given in the classroom and reflect the candidate's usual way of working. Formal concessions are requested on-line by the Specialist Assessor on conjunction with the SENDCO in accordance with the JQC guidelines published annually. Information about the subjects, courses and qualifications available can be found on the school website. Students are issued with an Options Booklet prior to choosing their options in Year 8. We appreciate that SEND students



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selecting their GCSE options may require a more personalised approach. These can be discussed with subject teachers and the SENDCO on Options Evening as required.

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

As an inclusive school we ensure that the needs of all students who have Special Educational Needs are met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The students who have the most complex needs are given the most support which may involve individual support from specialised equipment and/or for adult support. Parents would be fully involved in any plan to secure additional funding where required.

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Teaching, Learning and Support

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

When student's needs are identified a meeting takes place between staff, students and parents. At this meeting the desired outcomes will be discussed and the provision to support the student to meet the outcomes agreed and recorded. School staff are usually best placed to advise on the provision needed but will also seek the support of outside agencies when required. Where there are differences in opinion regarding the level and type of support proposed, the school may seek the views of external agencies to support the decision making process.

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

*As an inclusive school, our facilities are evaluated in relation to the needs of our students with SEND, and funding is matched to the provision required to achieve specified outcomes following discussion with teachers, parents or as specified on EHC plans.
Many types of equipment required are met from within the budget however where this is not possible, there are a number of outside agencies who can be contacted to provide specific equipment on a loan basis. Parents will be involved where possible in these decisions.*

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)*



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All staff hold high expectations for all learners and subject teachers are best placed to monitor progress. We identify appropriate aspirational targets for all students based on potential. Progress is monitored at specific points in the year and is formally reported through termly interim progress reports. These show currently working at grades and how they relate to students' challenge grades. Pupils working below expectations receive subject specific improvement steps. Information about student progress is shared with parents at parent-teacher meetings which are held during the year according to the school calendar. We strive to instil a positive attitude towards learning (A2L) and this is also reported on formally in the reporting cycle. On a lesson by lesson basis, students are awarded a numerical grade to encourage and model appropriate learning behaviour. Letters/texts are sent weekly, to acknowledge students demonstrating positive learning behaviours and to alert parents to where learning behaviour is below Academy expectations. For learners with SEND, SEN focus plans or student profiles outlining provision will be discussed with parents at termly meetings, and for those with EHC Plans, a formal review will also be held annually. Other ways in which you will be kept informed are letters/certificates sent home, through Call Parent and any additional meetings as required. The school website is also a very useful point of reference for parents along with information found on our Twitter account @eatonbank and the Eaton Bank Facebook Page.

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Teaching, Learning and Support

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

*As a school we value and actively encourage students to express their views on all aspects of school life and there are opportunities open to all students to do this for example, through the School Senate .
In addition, SEND students are encouraged to do this on a personal level each term through the completion and reviewing of their "All About Me" document which is available to staff through the school information system and included in their SEN support plan.*

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 leadership team in collaboration with Faculty leaders and other key personnel (Learning and Progress Managers/Pastoral Managers) undertake regular monitoring of student progress against a range of key measures to determine the effectiveness of provision. Intervention is monitored carefully to check effectiveness in terms of high quality outcomes and represent good value for money.
The views of parents and students form part of termly reviews for SEND students and are an important part of reviewing the effectiveness of additional provision. We may ask parents to take part at certain intervals to respond to questionnaires which focus on a range of school issues.*



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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?

The safety of students at all times is of paramount importance and systems are in place to ensure the Academy is safe at all times for students. We expect outstanding behaviour from students during lessons and at unstructured times of the school day in accordance with our Behaviour Policy (please see our website).

Information about students with SEND is communicated via the 1-page Student Profile, which outlines any areas which could pose a risk to the student. Some of our most high needs students do require closer supervision and frequent communication with parents; this can happen at the start and end of the day where required. Other students benefit from closer supervision in the SEND area at breaks and lunchtimes. Some pupils will require a risk assessment to be completed in order to meet particular needs for safety.

We have dedicated Pastoral Managers as well as daily form tutor support. The PHSE programme focuses on staying safe as well as promoting well-being awareness.

As an inclusive school we strive to ensure that all students are included, providing additional support where needed to ensure this is successful.

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Keeping Students Safe and Supporting Their Wellbeing

Students are well supervised during movement between lessons. Staff are on duty before school and after, at break and during lunchtimes. The SEND team offer a staffed room at break and lunch for students who require additional provision.

Students are encouraged to spend their lunch time productively by attending the many staffed lunch activities that are on offer each day. Please see the website for details of our lunchtime activities.

We aim for all students to be included on school trips and provide the necessary support to ensure this is successful. Risk Assessments are carried out prior to undertaking any trips. If it is considered unsafe or inappropriate for a student to take part in an activity, then alternative provision will be made.



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

We recognise that students with SEND can experience a range of additional social and emotional issues. PHSE teaching on a whole school basis focuses on social and emotional wellbeing. All students are supported by form tutors, Pastoral Managers, as well as having access to peer support and if required, the school nurse or other agencies.

The Academy operates an anti-bullying policy. The school policy on bullying is part of the Behaviour Policy which is on the [school website](#). All students are aware of where to go and who to speak to if they are experiencing bullying: the first point of contact is the Form Tutor or a nominated member of staff with whom the student feels comfortable. For parents who may have bullying related concerns they wish to discuss, the first point of contact is the Form Tutor.

All students participate in an anti-bullying session on the Year 6 to 7 Induction days. They are also given further sessions in PHSE during year 7. There is an annual anti-bullying week which is run by the Director of Pastoral Care.

Students are supported through the induction process to develop friendships. The induction days' focus on relationships and friendships. Year 7 PSHE looks at friendships and students are supported by form tutors. New Year 7 students are placed carefully in form groups and where possible, within existing friendship groups. Form tutors monitor students' personal development and this is supported in the PSHE programme.

Year 6 and Year 7 students are given year 10 buddies to help support them with their induction process. Students who come to school as in-year transition also receive a buddy to help them to settle in.

There is a school counsellor who is available for appointments twice a week. Appointments are coordinated by the pastoral managers.

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

If students require medication, this will always be agreed by prior arrangement. Forms relating to the administration of medicine can be obtained from Mrs Hillier. Medicine is administered by First Aiders. Students with more complex medical needs will have an individual health care plan which will be put together in a meeting with Mrs Hillier.



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Keeping Students Safe and Supporting Their Wellbeing

There are a number of First Aiders situated across the school site to minimise response times. Documentation is completed by parents to ensure the appropriate information about medication is kept and the administration of medication is logged. Any information regarding medical and personal needs is shared on the Student Profile for SEND students and is stored electronically on the Academy electronic information system which is password protected and can accessed by all staff. Staff designated as First Aiders receive regular training. Where necessary, school seek out relevant training to address the specific needs of students.

In the case of a medical emergency, a First Aider is contacted. If necessary, your child will be taken to hospital by ambulance and, if you are not available, will be accompanied by a member of staff.

We ask that medical appointments be made out of Academy hours and require proof of all medical appointments via the planner being stamped or an appointment slip from the medical receptionist. Where this is not possible, please contact Mrs Hillier, the Attendance and medical Officer.

If a student is experiencing long term illness, then an individual health care plan is drawn up in consultation with parents and shared with staff. The student will be provided with work if it can be completed. Parents will be invited in to draw up a gradual re-integration plan to allow gradual reintegration.

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

Students are supported by learning and progress managers for academic mentoring as well as Pastoral Managers for emotional and social development. Referrals are made to outside agencies in consultation with parents when required.

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

The Academy has extremely high expectations regarding behaviour and safety and has a clear Behaviour Policy which is implemented consistently. To enable us to promote high standards and ensure that all our students are well supported, we have a team of Pastoral Managers, whose job it is ensure that behaviour standards are high.

The Pastoral Managers also co-ordinate the lesson monitor system with form tutors and teachers which allows them to monitor behaviour and attendance on a lesson-by-lesson basis and instigate rewards and sanctions.

For some students this may also lead to support from their Pastoral Manager if increased support is required. We value the importance of regular attendance in underpinning progress and have a range of rewards to encourage excellent attendance rates. Attendance is carefully monitored by our Attendance Officer (Mrs Hillier). If there is concern regarding attendance referral may be made to the Cheshire East Educational Welfare office, and support is provided when necessary.



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Working Together & Roles

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

Class teachers are expected to plan, deliver and assess appropriate learning opportunities for students through differentiation, and ensure that resources in place to support student learning are used efficiently. Class teachers are responsible for reviewing the progress of students, identifying, planning and delivering any additional help your child may need (for example, targeted work, adapting resources, additional support) and for liaising with the SENDCo as necessary regarding amendments. The class teacher is also responsible for ensuring that any other support staff working with SEND students are supported in delivering the planned work/programme for your child so they can achieve the best possible progress.

The class teacher is responsible for ensuring the SEND policy is followed in their classroom and for all students they teach with SEND. The Form Tutor is at the centre of all dealings with your child and their relationship will greatly enhance the personal and academic development.

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

The Head Teacher supported by the senior leadership team oversees the running of the school, ensuring that all elements of a student's education are in place. The SENDCO has the responsibility for co-ordinating the provision for students with SEND and collaborates with other key staff in doing this. Other key staff include the Learning and Progress Manager for each year group, Heads of Faculty and Pastoral Managers.

There are also a number of experienced and skilled Learning Support Assistants working in class or delivering small group and 1:1 intervention.

Occasionally external agencies or specialists may work with students, for example Speech and Language Therapists, the Sensory Inclusion Team, The Cheshire East Autism Team or Educational Psychologist. Their involvement will always be with prior discussion with students and the consent of parents.

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?

All electronic data is stored under a password protected information management system which highlights students' SEND and medical needs to all staff who log into the system, alongside academic data.

Information specific to each SEND student is available to staff in the termly SEND booklet. In addition, more detailed information can be accessed by staff through the school information management system.



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

All staff have a good awareness of meeting the needs of SEND students via Quality First Teaching through regular training opportunities. Teaching staff take part in regular training that underpins universal quality first teaching. In addition, additional training is given to support identification and best practice for supporting pupils with SEND. Learning Support Assistants also undertake further training to develop skills and strategies essential for supporting the learning of SEND pupils. Training can be in-house, through on-line training modules as well as external opportunities.

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Working Together & Roles

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

The Academy works with a wide range of services relevant to individual student's needs. We have close links with specialist professionals such as Child and Adolescent Mental Health Services (CAHMS), Cheshire East Autism Team, the School Nurse, and Educational Psychologist. We organise multi agency meetings to discuss students' needs, e.g. EHP, and work to ensure positive co-production to meet student's needs. When required, students with referrals can access specialists on site at specified times.

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

Your first point of contact should be the Form Tutor initially and at the earliest opportunity. If after your discussion you are not happy that concerns are being managed effectively and that progress has not been made, the SENDCo is available to support you in matters relating to SEND. For pupils at SEN Support and with EHCPs, a key worker from the LSA team is allocated, who will be the regular and first point of contact for parents for SEND matters.

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

The Academy SENDCO is Liz Griffen- l.griffen@eatonbank.org

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

The Academy Governors have responsibility for ensuring the quality of provision across the school. A named Governor is responsible for SEND who is kept informed regarding the progress of SEND students and Looked After Children. The Governors agree priorities for spending within the SEND budget.



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

The Academy encourages students to have an active voice in expressing his or her views and this is done in a variety of ways. There is a School Senate, made up of students who meet regularly to share views of their peers. SEND students can express their views through their "All About Me" document.

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

We welcome parents as partners in supporting their child's learning through sharing information, parent-teacher meetings and Information Evenings. Parents are encouraged to become Governors and take an active role in or PTA. We ask parents to take part at certain intervals to respond to questionnaires which focus on a range of school issues. This information is used to guide our planning process and develop our own performance measures based on parental perception.

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

The SEND team in school provides support to parents as required regarding organisations which offer support and advise parents. We can help in the completion of paperwork as required.

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Working Together & Roles

Some of our SEND students travel into school by taxi and we liaise with parents, taxi drivers/escorts and the transport co-ordination team.

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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 school we seek to ensure that all students are able to take part in enrichment opportunities that take place such as trips, and after school activities. Risk assessments are carried out prior to any off site activity to ensure that health and safety will not be compromised.

We offer a range of lunchtime and some after school activities. All activities are available to every student regardless of need. A current list may be found on the website and this information is circulated to students via the information screens and displayed in Tutor rooms.

For some of our high needs students it may be necessary to liaise with parents in the planning stages of trips to ensure that adaptations can be made to meet needs or if inappropriate, an alternative can be agreed.



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How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

There is a lift in each main building to reach the upper floors

Are disabled changing and toilet facilities available?

Details (if required)

Disabled toilet facilities are available in each building.

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

Details (if required)

With prior agreement, at the Reception entrance, or the rear car park if more convenient for accessing other buildings.

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

Details (if required)

Yes, on the rear Sports hall car park



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Inclusion & Accessibility

Additional Points:

The Accessibility Plan can be found on the Academy website. The Academy makes every effort to make reasonable adjustments to ensure that its facilities are accessible and SEND students are supported to access the facilities available to their peers, such as large print for visual difficulties, or adult support to access PE lessons.

For those parents whose do not have English as their first language, we can arrange where required, for a translator to attend meetings and for translations of written documents where needed. For parents who find it difficult to access written documents we can provide additional support, in person or by phone.



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Transition

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

A copy of our Admissions Policy can be found on the Academy website and covers both Year 7 admission and in-year admissions. Should you wish to discuss the entry process please contact Mrs Sumpter. (a.sumpter@eatonbank.org or by telephone through the School Office.)

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

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

We have a range of transition visits for new students including Open Evenings and an Open Morning when you can accompany your child. We recognise that decisions about choosing a Secondary school begin early when students are in years 4 and 5 - please see the website for dates.

In addition, we offer escorted visits during the school by the Head Teacher or a member of the Senior Leadership Team. Please contact Mrs Sumpter (a.sumpter@eatonbank.org or by phone.)

For students with SEND, parents are encouraged to arrange a separate visit with the SENDCO so that information relating specifically to your child can be shared. This can be arranged via the School Office or by directly contacting the SENDCO via email. For students with a higher level of need, the SENDCO will attend the Year 6 annual review meeting to arrange a more detailed transition process. A consultation process takes place for all students with an EHCP with the local authority.



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How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) **(IRR)**

We have strong links with our feeder Primary schools and their respective SENDCOs and we visit feeder primaries to share information during the summer term prior to entry.

We recognise that some students will need extended transition visits to prepare them for their new school. We liaise closely with primaries and where needed, some transitional work can be done, for example using the Cheshire East Autism Team booklet "Getting Ready". Other ways we can support transition include extra small group visits and individual visits, accompanied with a LSA as required. Parents will be notified by letter regarding any extra visits and planning is done in conjunction with the Primary team.

For students in Year 11, transition planning is an important part of PHSE for all students. If your child has a statement or EHC Plan, they will meet with a Post 16 worker to create a plan; planning begins in Year 9 and is then discussed at the Annual Reviews from Year 9 upwards. The SENDCO and Post-16 worker can help to support your child in finding a place on a college course, or apprenticeship. We can liaise with the new setting in sharing information and in anticipating the level of support that may be required. Where students are to transfer to the Academy 6th Form, liaison with the Sixth form leadership team takes place.

For students without an EHC Plan, planning will take place as part of reviewing Student Profiles/All About Me to identify where additional support is required. All students will work with the Careers Advisor who hold interviews and offers guidance to all students regarding their choices post-16.

We liaise with new settings regarding the transfer of information and files.

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Additional Information

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

There are a range of services which are paid for centrally by the Local Authority but delivered in school where required according to need:

- *Cheshire East Autism Team*
- *Educational Psychology Service*
- *Sensory Service (children with visual or hearing needs)*
- *Speech & Language Therapy*
- *Behaviour Advice Service*
- *Family Support Workers*

Services provided and paid for by the Health Service (Local Health Providers and Clinical Commissioning Groups)

- *School Nurse*
- *Child and Adolescent Mental Health Services (CAMHS)*

Voluntary Agencies

- *Parent Partnership (for supporting families through the SEND processes can be accessed through the link: https://www.cheshireeast.gov.uk/uk/schools/parents/parent_partnership.aspx)*



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Additional Information

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

We annually up-date the information on this form and the Review date is set for September each year.

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

From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

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

As a school we encourage parents to address any concerns initially with the Form Tutor, and then if they are unable to offer resolution, parents will be directed to a more senior member of staff. If a parent is still dissatisfied, a parent should then speak to the appropriate member of the senior leadership team who will discuss and advise on the next steps. Complaints can be made through protocols outlined in the complaints Procedure policy which can be obtained on request from the Academy

A parent may wish to seek advice at this time from the Cheshire East Information and Advisory Service in connection with SEND issues. However, if a parent disagrees with the contents of an Education, Health and Care Plan, or a decision not to issue one, disagreement resolution and mediation services are available. As a last resort, an appeal can be made to the first tier Tribunal (Special Educational Needs & Disability) against decision made by Local Educational Authorities in England. In line with the SEND Code of Practice 2014, parents and young people who wish to make an appeal to the Tribunal may do so only after they have contacted an independent mediation adviser and discussed whether mediation might be a suitable way of resolving the disagreement.