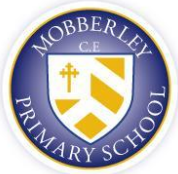


Our Local Offer for Special Educational Needs and/or Disability

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



Mobberley C of E Primary School
Age 4-11



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Mobberley C of E Primary School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 100px; height: 15px;" type="text"/>
Specific Age range	4 to 11
Number of places	193
Which types of special educational need do you cater for?<i>(IRR)</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

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

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



Our Local Offer for Special Educational Needs and/or Disability



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 setting. Initial identification is usually through dialogue about concerns by parents or school staff working directly with the child. These 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.

School staff receive regular in house or specialist training to support them in the identification of SEND.

Early identification is paramount, and therefore staff working in school monitor the children's progress carefully on a termly basis (or more regularly as needed) through regular pupil progress meetings which are led by the senior leadership team. We follow the Graduated Approach as detailed on the [Cheshire Education Toolkit for SEND](#).

Concerns are initially raised with the school SENCO 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. The class teacher and sendco work together to complete a First Concerns or SEN Support Plan for the pupil following the graduated approach of plan do review (and repeat).

Depending on the level of the child's needs the first step might be to offer advice to the class teacher in order to support differentiation for the pupil. For some pupils in addition to differentiated work, an out of class intervention might be offered. 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 or young person needs extra help?

If you think your child may need extra help phone or email the school to make an appointment with the class teacher. The school telephone number is 01625 383055.

Parents with children starting in the reception class will be invited to a coffee morning where they can meet their child's teacher.

We also offer home visits and early years induction afternoons.

Further up the school there are twice yearly parents evenings and a "greet the teacher" meeting where any issues can be raised.

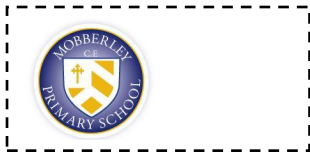
Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

- Policies can be found on the school website.

Click here for our [Policies](#).

– Click here for [Click here for our Accessibility plan.](#) (Equality Act 2010)

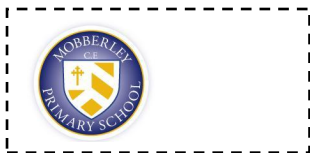
– Click here for our [SEND Policy 2019/2020](#).



Our Local Offer for Special Educational Needs and/or Disability



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Identification



Our Local Offer for Special Educational Needs and/or Disability



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Teaching, Learning and Support

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

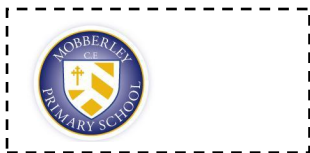
- Children identified with having a special education need or disability are given a First Concerns or SEN support plan which identifies their areas of difficulty and targets for them to work on. This is supported initially by first quality teaching and small group support. Where funding is available 1 to 1 interventions take place.
- The support is planned by the class teacher and SENco who analyse progress using monitoring and attainment grids.
- Where applicable we seek advice from outside agencies (e.g. Education Psychologist, Cheshire East Autism Team and Speech & Language Therapist).
- Progress is reviewed termly by the class teacher and SENco.
- Parents are invited into school to contribute to the school support plans.
- Small interventions groups are used as need arises.
- The whole school embraces TEEP pedagogy which is mind friendly using visual, auditory and kinaesthetic learning.
- As a school we have the following small group or 1:1 interventions for children identified with having a need:
 - *Writing and Spelling interventions include Rapid Writing, ALS, Nessy, Word Wasp and Toe by Toe.*
 - *Maths interventions include – Power of 1.*
 - *Reading interventions – Boosting Reading @ Primary.*
 - *Social and Emotional support – one of our teaching assistants is trained and qualified to run ELSA with individuals throughout the school.*
- We seek further support from outside agencies as needed through local cluster meetings with CEAT, Cheshire EP and local sendcos with permission from parents.

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

- Each lesson is differentiated based on the needs of the children in the class. This ensures that each child is able to access learning through their preferred learning style.
- Each class has clear rules, clearly labelled resources, working walls for English and Maths, interactive Alpha touch screens and access to laptops and ipads.
- The SENCO, teachers and outside agencies oversee and plan the education programme.
- Rest breaks, extra time, enlarged print and readers can be arranged to support children during exams.
- Children with dyslexic tendencies are supported with word banks, phoneme mats, reading overlays/rulers and where possible they work on a buff coloured paper to reduce glare.

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

- *The SEND budget is used to fund teaching assistants and resources to support children in their classroom.*



Our Local Offer for Special Educational Needs and/or Disability



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Teaching, Learning and Support

- *In order to secure additional funding for an individual pupil the process of applying for an EHCP would be completed by the senco.*

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)

Mobberley Primary School use the Cheshire East SEND Toolkit ([click here to view the toolkit](#)) to help identify and support needs and difficulties. Class teachers use the toolkit to find advice and suggestions on ways to support different needs.

When children’s needs are initially identified a discussion takes place between teachers, parents and pupils. Some needs can be met by **First Quality Teaching** in the classroom, making adjustments to planning and the level of teacher support. Some needs cannot be met in the classroom and this is when school will arrange for individual or small group interventions for your child.

If the child’s needs are more complex and more support is needed, that is when the SENDco, class teacher, head teacher and parents will meet to discuss an application for an EHCP (Education, Health and Care Plan) which may come with additional funding for more support.

At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupil needs to meet those outcomes will be agreed. The sendco and class teacher completes an individual SEN support plan for the child, where outcomes can be monitored and progress against targets regularly reviewed. This is called the Graduated Approach and follows a Plan, Do, Review process.

School staff will seek input from an outside agency if they are involved e.g. Speech therapy, CEAT, EP.

Parents and pupils will be fully involved in decisions about support and provision especially that which is different from and additional to that received by the majority of children.

If there are differences of opinion about the nature of support required the school may seek the advice of external agencies to support the decision making process.

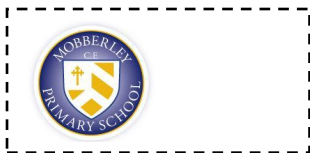
How will equipment and facilities to support children and young people with SEND be secured? (IRR)

Resources are borrowed and shared through the cluster schools. Specialist agencies such as the Autism Team and SALT provide advice on appropriate resources. The Library service also provides a variety of resources.

The school SEN budget also funds individual resources to support children in their learning (e.g. reading overlays, pencil grips, learning apps, grip scissors).

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)

- Continual monitoring takes place in class.
- The First concerns and SEN support plans are shared with parents each term– any additions to these can be made by the class teacher and parents at any point in the year.
- Two parent’s evenings take place a year, children who are on first concerns or SEN support plans are given extra time at these meetings.



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Teaching, Learning and Support

- Progress is reviewed half termly or more regularly where needed.
- Class teachers share targets for the pupil's expected progress.
- Teachers are available as needed to for parents to discuss progress.
- Meetings with teachers and the SENCO can be arranged to discuss how learning is planned and how to support this at home.
- A home school diary can be used to keep regular contact about things that have happened at school.
- Handwriting and reading workshops are offered to parents as well as maths evenings throughout the school.
- For pupils with EHCP'S an annual review will be held with relevant agency involvement.
- Parents are welcome to seek additional appointments to discuss their child's progress as required and class teachers are usually available for informal discussions at the end of the school day.

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

Pupils are kept up-to-date on their progress, and involved in review process; their targets are shared and agreed. They are reviewed regularly and progress is celebrated with postcards home, certificates, stickers and in house rewards.

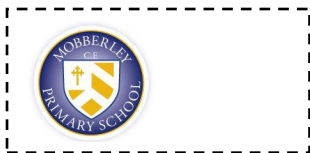
How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

- The Senior Leadership team in school monitor progress termly and compare results against the national expected levels and in house targets to measure outcomes and the impact of the support provided.
- Progress is measured against set targets appropriate to individuals.
- There are two parents' evenings a year and a written report at the end of the year to inform parents and carers of progress.
- Children in school are aware of their own personal targets.
- In reception parents are asked to fill in a questionnaire.
- Tests within school include NFER Maths, NRIT, SWST, Benchmarking, phonics screening and optional SATS. Children in year 2 and year 6 take national SATS.
- The school senco analyses the progress in reading, writing and maths for pupils with SEN each half term and a report is typed for the SLT and governors.

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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?



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Keeping Students Safe and Supporting Their Wellbeing

- At the start of the day children are greeted by a teaching assistant and pass through a gate into the playground that is supervised by a teacher. At the end of the day all children are handed over to parents/carers by the class teacher.
- During break times children are supervised by staff members, there are clear school rules and designated play areas.
- Children attending after school provision are signed over to designated staff; the school has an electronic entry system to maintain safety. All aspects of the curriculum are supervised by a member of staff.
- There is an annual health and safety risk assessment that takes place in school. All trips, new activities and all areas in school are risk assessed. Inclusion plans are drawn up for children with SEND. Risk assessments are reviewed and reported to governors who address actions.

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

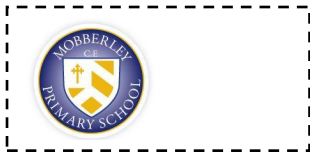
- Classes use circle time to support and listen to each other.
- Each class has a worry box and teaching assistants are available to discuss any individual concerns.
- There is a buddy system set up for reception children and vulnerable children.
- Our school is a "telling school"; we have an anti-bullying fortnight each year and regularly discuss being kind and caring.
- Details of our anti bullying policy are on our website.
- PHSE and P4C are used in class to support listening, developing awareness of other people's feelings and ways to manage difficult feelings.
- To encourage and measure the development of good self-esteem and confidence we use Kagan co-operative groups.
- We have a house system and we celebrate achievement through the Good to be Green, golden certificates and class VIPs .
- Siblings are always placed in the same house.

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

- School has an intimate care policy to manage providing personal care.
- There are four first aiders within school and all staff are emergency first aid trained to deal with medical emergencies. All staff have epipen training which is repeated yearly.
- To draw up a care plan with the family a multi-agency meeting would be organised, school health would be closely involved. There is a photo in each class of any children with allergies and a confidential medical alert bulletin is issued to all staff. Any relevant staff would be involved in contributing to the care plan.

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

- All class teachers will support emotional and social development through circle time and PSHE.
- For those who need additional emotional support, our school has a teaching assistant trained in delivering the ELSA programme.
- School uses Stengths and Difficulties questionnaires to identify areas of need.
- School uses the SPENSE anxiety scale to identify areas of need.



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Keeping Students Safe and Supporting Their Wellbeing

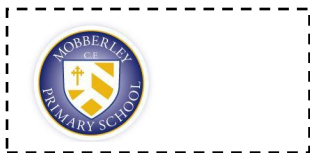
What support is there for behaviour, avoiding exclusions and increasing attendance?

Individual behaviour programmes are drawn up as needed. We use the "Good to be Green" rewards system that is visually displayed in every classroom.

On a Friday we have a celebration assembly to celebrate the house points, golden certificate and VIP (Christian Values in Practice) children.

On a Friday each class has Golden Time for all of the children.

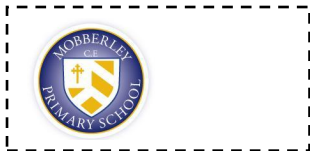
We have a special celebration for the children who achieve 100% attendance at the end of the year.



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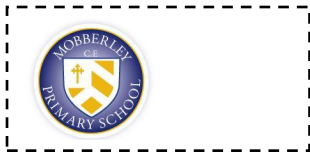
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Working Together & Roles
What is the role of my child or young person's class teacher?
The class teacher will plan for, monitor and assess a learning programme to meet a child's individual needs.
Who else has a role in my child or young person's education?
<ul style="list-style-type: none">• The Headteacher oversees the running of the school, ensuring that all elements of a pupil's education are in place.• The SENDCO has responsibility for co-ordinating the provision for pupils with SEND. The senco will carry out assessments where required and will host annual review meetings. For children with EHCPs.• Teaching assistants work alongside teachers in some classes to support where necessary and will also carry out initial assessments when required.
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 staff are made aware of the children with a SEN Support Plan or EHCP. The SEN paperwork is shared with any staff the child works with. There are files kept centrally on staff share and available to view by staff.
What expertise is available in the setting, school or college in relation to SEND? <i>(IRR)</i>
<ul style="list-style-type: none">• The senco completed the NASEN qualification for SEN.• All staff have an awareness of SEND, teaching assistants in school have had training on Autism and Dyslexia.• Continual professional development in school is offered to all staff dependent on the needs of individuals in school.• School has the Inclusion Quality Mark.• We have had awareness training from the Downs Syndrome Association and the Hearing Impaired.• We have had training on Girls with Autism.• We have had training on supporting bereavement for young people.• The senco attends termly conferences in which the latest training and advice is shared by other professionals in the field.•



Our Local Offer for Special Educational Needs and/or Disability



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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)	
<ul style="list-style-type: none">• There is a designated governor with responsibility for SEND, they send an annual report to the governing body.• We seek help from outside agencies when a specific need arises.• We work closely with school health and CAMHS as needed.• We also attend Educational Psychologist and CEAT cluster group meetings twice a term.• School can organise for school health to visit a child within the school setting.	
Who would be my first point of contact if I want to discuss something?	
<ul style="list-style-type: none">• Any worries or concerns would initially be discussed with the class teacher, phone the school office to arrange.• After this a meeting can be arranged with the school senco by contacting the office and asking for Mrs Bentzien.	
Who is the SEN Coordinator and how can I contact them?(IRR)	
The SENCO is Clare Bentzien. You can make an appointment to meet with Mrs Bentzien by phoning the school office or emailing clightfoot@mobberley.cheshire.sch.uk .	
What roles do have your governors have? And what does the SEN governor do?	
Each governor has a subject or school lead role. The SEND governor meets with the head teacher and sendco to talk about children's progress and targets. The send governor reports to govenors on a termly basis and reviews the provision for children in school.	
How will my child or young person be supported to have a voice in the setting, school or college?(IRR)	
<ul style="list-style-type: none">• Children are able to contribute to their SEN Support plan, their views and ideas are listened to and taken into account.• This is usually done through 1:1 conversations with an adult the child feels comfortable with.• The SEN Support plan is shared and agreed with the child, their views are included in the SEN Support Plan.• We have a School Council and Ethos Team that meets half termly. They arrange events for all the children and discuss issues around all of school life. There is a representative from each class that is elected by the other class members.	



Our Local Offer for Special Educational Needs and/or Disability



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Working Together & Roles

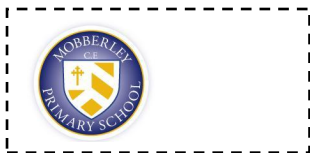
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are welcome to volunteer in school. This may include hearing readers, working on times tables, small group work, school trips and as a parent governor. Parents are also asked to volunteer any special skills or to take part in leading a question and answer session if they have expertise/knowledge about the class topic work.

We have a number of enrichment days each year and always welcome parent volunteers to support in the days (cooking, art, design&technology).

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

- We are happy to help with completing forms and paperwork. Request via the school admin office.
- Information, advice and guidance can be found in the school prospectus, website, newsletters, posters around school, and by links with Knutsford Children's Centre.



Our Local Offer for Special Educational Needs and/or Disability



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Inclusion & Accessibility

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

- We try to ensure all activities can be accessed by children with SEND.
- We have after school care that takes place in school till 6pm.
- The school runs a variety of clubs that are available after school and at lunchtime these include: - maths club, choir, i-pad club, film club, football, netball, mad science and tag rugby. For some of these there is a charge however clubs are open to all children and school can help with funds if necessary.
- The variety of clubs on offer means there is something to suit everyone so all children are included.
- There is a calendar of events published for parents and they are invited to support in any way they can.
- This year (2019/20) the children with SEND have had the chance to attend a number of SEND sports days and competitions.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

- Details (if required): ***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.***

Are disabled changing and toilet facilities available?

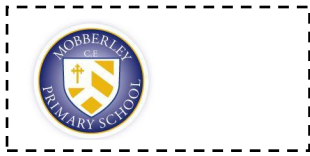
Details (if required)

Toilet only, no shower.

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

Details (if required)

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



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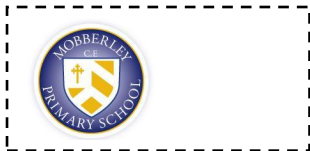
Inclusion & Accessibility

Details (if required)

n/a

Additional Points:

- Our Accessibility Plan is in the school policy file, available on request.
- The building is single storey so SEND students are able to access the same facilities available to all children.
- All classes have an interactive screen.
- If a parent/carers first language is not English we can arrange for an interpreter for parents evenings
- Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)? No
- Is any specialist IT software or equipment available and used within the setting? I pads, specialist apps, voice recorders, video cameras, reader pens, dictation software.



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Transition	
Who should I contact about my child/young person joining your setting, school or college? <i>(IRR)</i>	
	Please contact the school for information on entry criteria. Information relating to our admissions policy can be found on the school website. <i>Click here for the website.</i>
How can parents arrange a visit to your setting, school or college? What is involved?	
	<ul style="list-style-type: none">• Parents can phone the school to arrange a visit or come to the open morning which is held in October.• Additional visits can be arranged through the school office – email admin@mobblerley.cheshire.sch.uk
How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) <i>(IRR)</i>	
	<ul style="list-style-type: none">• Before joining our school we can arrange a plan to suit the child dependent on their individual need.• When a child is moving onto secondary school children have arranged induction/visit days. For children with an EHC or SEND the high schools often offer an extra induction day in order to ensure a smooth transition• EHCP and any SEN paperwork are passed onto their next school.• The senco meets with the high school sencos if further discussion is needed.



Our Local Offer for Special Educational Needs and/or Disability



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Additional Information

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

- Parent Partnership, speech and language, school health, CEAT, ASC team and CAMHS can be accessed via the GP.
- School can also make referrals for these services.

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

Updated in December 2019 by Clare Bentzien. To be reviewed December 2020.

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

You can find the Cheshire East Local offer by clicking [this link](#).

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

- Feedback is welcome from parents, please contact the head teacher.
- Please contact admin@mobblerley.cheshire.sch.uk for the complaints policy and procedures.