

# Pikemere Primary School - Our Annual Report and 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



## Pikemere Primary School - Our Annual Report and Local Offer for Special Educational Needs and/or Disability

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<b>Name of Setting</b>	Pikemere Primary School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" 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: 150px; height: 20px;" type="text"/>
<b>Specific Age range</b>	3 – 11 years
<b>Number of places</b>	Mainstream places (PAN) 30 per year
<b>Which types of special educational need do you cater for? <i>(IRR)</i></b>	<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; width: 100%; margin-top: 10px;"></div>

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

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

## 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 comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general well-being, 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 members receive a regular programme of training to support them in the identification of SEND. Early identification is paramount; therefore, children's progress is monitored carefully by staff. Termly pupil progress meetings are held with class teachers, led by the Headteacher. Following these meetings, class teachers and/or the Headteacher will discuss any SEND issues raised with the SENDCO. The SENDCO will then discuss concerns with adults working with the pupil, the pupil's family and the child. This discussion focuses on identifying barriers to learning and desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes.

Depending on the level of the child's needs, strategies to support the child's learning may be put into place. These might be class-based support approaches or for some pupils a package of specific interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENDCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

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

If you have concerns about any aspect of your child's education, the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day or are happy to arrange appointments if you require a longer discussion. The class teacher may then seek the involvement of the SENDCO. Alternatively, the SENDCO can be contacted directly, either at the end of the school day or by arranging an appointment should a longer discussion be required.

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

The school's SEND policy (2018) and other relevant policies can be found on the school website.

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### Teaching, Learning and Support

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

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer <https://www.cheshireeast.gov.uk/livewell/>

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all learners. Class-based approaches to support pupils with SEND might include alternative forms of recording work, visual prompts, small group or individual teaching. Class teachers and support staff are provided with regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

The school has a wide range of intervention programmes available, which go beyond class-based approaches, for children who require additional support. Some of these intervention approaches are published or commercially available packages of support, such as Toe-by-Toe, Word Wasp, Beat Dyslexia, Plus 1, Power of 2, Speed Up, IDL; others are personalised approaches based on best practice guidance, for example social stories, nurture groups.

For those with significant or complex needs, the school seeks the advice of specialists, such as speech and language therapists, educational psychologists, the autism team, physiotherapists and occupational therapists. In some cases these specialists might work in school with the child or they may provide training or guidance for school staff to follow.

Where additional levels of support are required, a School Support Plan will be created to outline the provision available to the child. Parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular review meetings. The school SENDCO may be contacted as needed to discuss the child's needs in more detail.

Our school SEND Policy can be found here: <https://www.pikemereschool.com/wp-content/uploads/2018/06/SEND-Policy-2018.pdf>

#### 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 all learners in their class by differentiating learning. Where pupils have SEND, class teachers will be aware of each pupil's strengths and areas for development, and will make every effort to provide for these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing difficulties, visual supports may be used to accompany auditory information. Where learners are working at a level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups.

We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as closely as possible to the level and strengths of the learner. For those pupils who require a more specialist approach to learning, class teachers are encouraged to discuss strategies of support with the SENDCO, who may in turn seek advice from other local SENDCOs or specialist agencies such as speech and language therapists, educational psychologists, the autism team, physiotherapists and occupational therapists.

All additional provision for pupils with SEND is monitored by the SENDCO and Head teacher, and discussion of these pupils' progress takes place at regular meetings held between class teachers and the SENDCO.

Information about individual pupils with SEND is shared with supply staff.

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<p><b>Teaching, Learning and Support</b></p>
<p>When external tests or exams are taken, the school will seek to ensure that any appropriate access arrangements are applied for. This could allow children to have a scribe for exams, additional time, rest breaks or a smaller room to work in. In some cases children may be disapplied from statutory tests.</p>
<p><b>How are the setting, school, or college’s resources allocated and matched to children or young people’s needs?</b></p>
<p>In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class-based provision. This might take the form of additional physical resources in classrooms, such as additional computers/tablets, writing slopes or alternative seating. For those children requiring provision additional to class-based approaches, funding can be used to facilitate a range of intervention programmes. These intervention programmes are flexible and adjusted to meet the needs of pupils. In some cases, funding might also be used to provide additional adult support (teaching assistants). Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcomes identified in discussion with teachers and parents or specified on EHC plans).</p> <p>The SEND budget is the responsibility of the Headteacher, SENDCO and School Business Manager. Regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.</p> <p>Additional funding may be applied for, following local authority guidelines and procedures, if sustained school provision is deemed to be insufficient to make progress towards desired outcomes.</p>
<p><b>How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? (IRR)</b></p>
<p>When a child is initially identified as having SEND, a discussion takes place between teachers, parents and pupil. At this meeting, barriers to learning as well as desired outcomes for the pupil will be discussed, and the provision or support needed to meet those outcomes will be agreed. School staff are usually best placed to recommend the nature of support needed, but occasionally the school seeks the support of other agencies for advice. Parents and pupils will be fully involved in discussions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to facilitate the decision making process.</p>
<p><b>How will equipment and facilities to support children and young people with SEND be secured? (IRR)</b></p>
<p>The school possesses a range of equipment and facilities (e.g. differentiated reading material, coloured overlays, a nurture room, SEN rooms) to support pupils with SEND. The SENDCO and Headteacher make strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. specialist seating), the SENDCO or Headteacher liaises with the relevant external advisory service (such as occupational therapy) to seek advice on the best options for procurement. Parents will be involved wherever possible in these discussions.</p>
<p><b>How will you and I know how my child or young person is doing and how will you help me to support their learning? (IRR)</b></p>

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## Teaching, Learning and Support

All members of staff in school have high expectations for all learners. Monitoring of progress by pupils takes place on a day to day basis by class teachers, and they are usually best placed to identify rates of progress. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and the Headteacher. Information about pupil progress is shared with parents at parent-teacher meetings and via an annual school report to parents which is sent home towards the end of the summer term. For some learners, more regular contact with families takes place, for example through informal conversations at the end of the school day or sometimes in home-school communication books.

For learners with SEND, School Support Plans (SSP) will be discussed with parents every six weeks. For those pupils with EHC plans, an annual review will be held with the SENDCO and other involved agencies. Parents are welcome to seek additional appointments to discuss their child's progress with the class teacher or SENDCO as required. The school has an 'open door' policy, and class teachers are usually available for informal discussions at the end of each school day. Additionally, home-school planners are provided to aid communication between parents and teachers.

Learning is planned around the National Curriculum. An overview of learning themes and year group expectations is available here:

<https://www.pikemereschool.com/letters/> . At the start of each term, teachers provide information to parents outlining areas of learning for the term, as well as homework expectations. The school also offers a range of opportunities throughout the year for parents to 'learn about learning', for example literacy and numeracy workshops, curriculum evenings, digital safeguarding information sessions.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. For review meetings, pupils' opinions are sought at a level accessible to the individual. For some learners this might mean that they are supported to meet with professionals; for others this might mean enabling them to contribute to meetings without actually attending by being given the opportunity to contribute their ideas in discussions with a familiar adult who acts as an advocate for them at any meetings.

We recognise the need to protect self-esteem and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

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

The SENDCO, Headteacher and senior leadership team undertake regular monitoring of learning, pupil progress and the effectiveness of provision. The school works closely with a cluster of local schools which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes is monitored to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought and used to inform decisions about future provision.

The school uses SIMS and internal data systems to assist with regular analysis and tracking of pupil progress.

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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?

Pupil safety is paramount. School gates are locked at 9.05am, after children have arrived and entered classrooms for registration, and are reopened at 3.10pm. Any late arrivals or early leavers must enter school via the school reception. All staff and school visitors must wear identification badges on lanyards. At the end of the school day, EYFS and Key Stage 1 teachers ensure children are handed over to known parents and carers; Key Stage 2 teachers accompany their class onto the playground and oversee their dismissal.

At breaktimes, at least two members of staff are on duty on each playground. During lunchtime, midday assistants supervise children in the dinner hall and play areas. If necessary, 1:1 adult supervision is provided for children with complex needs.

Risk assessments are in place for all areas of the school; these are updated annually. Individual pupil risk assessments are provided if necessary. Risk assessments are prepared for all school trips through the local authority EVOLVE system.

Information about pupils with SEND is communicated to relevant school staff as required, with particular focus on outlining any areas which could pose a risk to pupil safety. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during transition between class and care-giver at the end of the day. Where necessary, alternative arrangements for higher risk times of the day are made, for example lower child-adult ratio playground supervision.

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

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole-school focus on social and emotional well-being through our PHSE/SEAL teaching, we offer a range of support to address specific issues as they arise, for example through nurture or social stories. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. We have available a range of assessment tools to support us in tracking and monitoring pupils' self-esteem and confidence (e.g. Boxall, PIVATS, SDQ).

All children in school are supported to develop relationships with their peers. For those pupils who find this more difficult, play skills can be actively taught or modelled by staff. For those with significant or complex needs, the school uses Emotion Coaching to normalise all emotions and we offer specialist interventions such as; The Resilient Classroom and Cool Connections. In addition to this, we have a Peer Mentor scheme and Emotional Health Ambassadors that support our pupils during break times and provide information and advice through assemblies and school events.

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

The school's Whole School Behaviour Policy can be found here: <https://www.pikemereschool.com/wp-content/uploads/2018/06/Behaviour-Policy-Spring-2018..pdf>



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### Keeping Students Safe and Supporting Their Wellbeing

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

Our usual protocol for the administration of medication is set out in detail in our Medicines Policy: <https://www.pikemereschool.com/wp-content/uploads/2018/06/Medicine-Policy-Autumn-2015.pdf>

We are aware that some children, including those with SEND, may also have medical or personal care needs which require attention during the school day. In most cases, children with medical needs can attend school and take part in normal activities, but staff may need to take extra care in supervising some activities to make sure such children are not put at risk. If deemed necessary by the Headteacher, SENDCO or medical professionals, an individual Medical Care Plan may be set up to help staff identify the necessary safety measures to help support children with medical needs and ensure that they, and others, are not put at risk.

#### INTIMATE CARE

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which involve washing, touching or carrying out an invasive procedure (such as cleaning after a child has soiled him/herself). Most children can carry out such care tasks for themselves, but some need adult support due to SEND, medical needs or needs arising from the child's stage of development. We work closely with families and where appropriate seek the advice of the school nurse when meeting pupils' toileting and intimate care needs. Pupils are encouraged to take as much responsibility as possible for their own intimate care, for example, children who are developing verbal skills are provided with a range of strategies to help them communicate toilet needs.

For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate items, as well as a spare change of clothes in case of accidents.

All children who require intimate care are treated respectfully at all times; a child's welfare and dignity is of paramount importance. For some pupils it is more appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams), and arrangements for this are made based on the context of a pupil's needs. Parents and staff should be aware that matters concerning intimate care will be dealt with confidentially and sensitively and that the child's right to privacy and dignity is maintained at all times.

The school's Intimate Care Policy is available from the school.

#### SHARING OF MEDICAL INFORMATION

A noticeboard is kept up to date with photographs and information of any children with specific medical conditions or allergies.

For those pupils with more complex medical needs, information is noted on a pupil's School Support Plan. Medical care plans, produced in discussion with parents/carers and health professionals, may also be used. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made in conjunction with parents and carers and health professionals detailing the procedure to be followed in the event of an emergency. This information is shared with all staff members, including midday assistants and supply staff.



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### Keeping Students Safe and Supporting Their Wellbeing

#### MEDICAL APPOINTMENTS

Where pupils need to take extended periods of time off school for medical reasons, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide 'catch up work' for completion at home. Wherever possible, the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

#### TRAINING

A number of staff members are designated First Aiders and undertake regular accredited training. Other staff members are trained annually by the school nurse or other medical professionals in the administration of medication, such as use of epi pens and asthma inhalers. Where necessary the school seek out relevant training to address the specific needs of pupils.

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

Personal, social and emotional well-being is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff seek to support children in managing their emotions and relationships on a day to day basis.

For those requiring further support, the school provides interventions such as: Emotion Coaching, The Resilient Classroom and Cool Connections. Staff might work individually with children or with small groups. We have a designated nurture room, and a range of strategies are used to support pupils experiencing difficulties with emotions or relationships. We use a range of assessment tools to help us monitor this area of pupil development, including Boxall profiles and the Strength and Difficulties Questionnaire (SDQ).

For children with more complex needs, the school may seek the advice and support of other agencies, e.g. CAMHS

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

The school has a clear behaviour policy: <https://www.pikemereschool.com/wp-content/uploads/2018/06/Behaviour-Policy-Spring-2018..pdf> , which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at 'trigger points' during the day; for others this may involve a 'time out' arrangement enabling pupils to find a designated safe space at times of stress. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

It is very rare that we would consider exclusion for any pupil. As a school we adhere to Local Authority guidelines and protocol regarding exclusions, as specified in our school behaviour policy: <https://www.pikemereschool.com/wp-content/uploads/2018/06/Behaviour-Policy-Spring-2018..pdf>

We take active steps to maintain and improve attendance. Attendance is monitored regularly by the Headteacher, who works closely with families where attendance is of concern to find ways to improve the situation.

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## Working Together & Roles

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

The class teacher has overall responsibility for pupils' learning and their day to day well-being in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil, unless an alternative key worker has been assigned. Class teachers are expected to plan and deliver appropriate learning opportunities for all pupils, including those with SEND, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, interventions).

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

The Headteacher oversees the running of the school, ensuring that all elements of a pupil's education are in place.

In conjunction with the Headteacher, the SENDCO has responsibility for co-ordinating provision for pupils with SEND, including carrying out assessments where required and organising formal meetings such as annual SEN reviews.

In addition to the class teacher and SENDCO, pupils might come into contact with the following:

- speech and language TA , providing regular support to follow programmes provided by SALT;
- TA's, providing for the pastoral needs of pupils (parental consent will be requested for regular planned contact);
- support staff (teaching assistants) working in school. Some of these staff run intervention programmes under the direction of the SENDCO and teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. Some pupils with higher levels of need will be assigned a key worker, in addition to the class teacher, who will act as a hub for information about the pupil;
- the school nurse (parental consent required for any contact);
- volunteers/parent helpers
- Associate teachers on placement
- Midday supervisors
- for children who have an EHC plan in place, regular contact with external agencies such as occupational therapy, physiotherapy or speech & language may occur (as specified in their EHC plan);
- occasionally, external agencies or specialists (such as educational psychologists or the autism team) might be brought in to work with individual pupils. Their involvement will always be with the consent of the parent/carer.

### 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 class teachers and any other adults regularly working with a child will be aware of any EHC plan or School Support Plan and there are regular opportunities to discuss the content of these at half-termly SEN meetings with the SENDCO or Headteacher. Copies of current SSPs and EHC plans are kept in class SEN files. Information about individual pupils with SEND is shared with supply staff.

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### Working Together & Roles

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

All school staff have a good awareness of SEND through regular staff meetings and training.

The SENDCO holds the National Award for SEN Coordination and has weekly non-contact time set aside to fulfil SEN responsibilities.

The school is a partner within the Alsager Community Trust (ACT) and is able to share expertise with other school partners. The SENDCOs in Alsager meet regularly to discuss and support the provision of SEND in the local area. Group consultation meetings are also held with educational psychologists and the Cheshire East Autism Team. Through ACT, a programme of SEND training is in place to update and maintain staff knowledge of SEND issues.

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

The school works with a wide range of services. We have close links with health professionals, for example, school nurse, community paediatricians, CAMHS, SALT, CEAT, physiotherapy and OT. We work closely with social care teams, as well as with voluntary organisations such as Parent Partnership, Barnardo's. Some of our pupils access SALT and OT on site.

When necessary, we organise multi-agency meetings to discuss pupils' needs (CAFs) to ensure good communication with these groups in order to meet the needs of pupils and their families.

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

Your first point of contact should be your child's class teacher.

The school SENDCO is also available to support you in matters relating to SEND.

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

The school SENDCO is Miss C Beresford – email [cberesford@pikemereprimary.org.uk](mailto:cberesford@pikemereprimary.org.uk) or telephone the school on **01270 874237**.

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

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENDCO take place to monitor the provision made for pupils with SEND. The school SEND designated governor is Mrs E Taylor. We also have a designated governor for looked after children.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupils' opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written, pictorial or audio means. Others are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them.

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### Working Together & Roles

We have a school council made up of pupils, guided by staff, who meet regularly and share the views of their peers. Pupil surveys and individual pupil profiles are completed annually by children, with support as necessary.

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

Parents are encouraged to take an active role in the setting. Many parents volunteer in school, for example listening to readers, accompanying trips, mystery readers. There are opportunities to join the Family and Friends of Pikemere School who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter and further information is sent to interested parties. We also have a Parent Forum and a SEND specific parent forum that meet termly. Events such as class open mornings, class assemblies and family reading sessions are held regularly to encourage parent participation in learning.

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

We recognise that there can be a large amount of paperwork as a parent of a child with SEND. The SENDCO or class teachers will provide support to parents as required. This might be completing forms with parents, or signposting them to agencies who can provide further help. Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter, website and via a parent partnership magazine.

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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 setting, we seek to ensure that all pupils, regardless of need, are able to attend enrichment opportunities such as after school clubs, school trips, etc. Therefore, we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, providing 1:1 support on school trips or booking accessible accommodation for residential trips. We have a range of

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### Inclusion & Accessibility

out of school clubs and activities which change from time to time (details available from school), all of which are available to pupils regardless of need. For pupils with very high levels of need, we seek to liaise with families about suitable alternatives if necessary (for example, a day trip in place of an overnight residential). We have close links with a private on-site provider of before and after school care.

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

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

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)?

Details (if required)

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our accessibility policy can be found here:

**<https://www.pikemereschool.com/policies/>**

Pupils with SEND are supported to access the facilities available to their peers, for example by providing additional adult support for sport sessions or other physical activities. Where required, the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments. A surround sound system is set up in all classes.

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English, we seek to provide translation for key meetings/communications, and discuss with those families their preferred means of communication.

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### Inclusion & Accessibility

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### Transition

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

For information about school admission, please email the school office staff ([admin@pikemere.cheshire.sch.uk](mailto:admin@pikemere.cheshire.sch.uk)) who will discuss the admission process with you. Our Admission Policy can be found here: <https://www.pikemereschool.com/wp-content/uploads/2014/10/Admissions-Policy-2018.pdf>

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

Prior to entry to our school, it is usual for families to visit for an informal tour of the school. This can be arranged by contacting the school office.

We also offer a range of transition visits for new EYFS pupils.

We encourage families of pupils with SEND to arrange a separate visit with the school SENDCO so that information specifically relating to the child's needs can be shared.

#### 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 into the school is carefully considered with the child's best interests as a focus. In addition to transition events for all pupils, families of pupils with SEND will be invited to meet with the Headteacher or SENDCO to share information about the child's needs and the provision which may be necessary. Information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need, a multi-agency meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately supported in the transition process. Following this meeting, the school will consider any provision necessary and, if appropriate, take steps to acquire any resources needed to implement the provision. The action plan is reviewed either prior to entry or shortly after. A range of transition measures may be put in place. These will be personalised to meet the needs of the pupil but may include additional visits to the school, visits by school staff to the pupil's home or current setting, a transition pack containing photos.

For children moving on to a new educational setting, wherever possible we prepare pupils in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. We work closely with families at this time to ensure consistency of information. We have good links with our local high school, Alsager School, and work closely with their SEND department.



## Our Annual Report and 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)*

The SENDCO ([cberesford@pikemereprimary.org.uk](mailto:cberesford@pikemereprimary.org.uk)) or the Headteacher ([head@pikemere.cheshire.sch.uk](mailto:head@pikemere.cheshire.sch.uk)) can provide details of further support for families. Parent Partnership can be accessed via [https://www.cheshireeast.gov.uk/schools/parents/parent\\_partnership.aspx](https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx)  
Cheshire East family information service is accessible for parents and carers of children aged 0-19 at [www.cheshireeast.gov.uk/fis](http://www.cheshireeast.gov.uk/fis)

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

September 2018 to be reviewed September 2019

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

From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer) or via the link on our school website.

#### 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 worries or concerns as quickly as possible, initially with the class teacher and then, if they are unable to help, with a senior member of staff such as the SENDCO, Deputy or Headteacher. In the vast majority of cases, we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance, our complaints procedure is available <https://www.pikemereschool.com/wp-content/uploads/2018/06/Complaints-Policy.pdf>  
Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil's SEND can be found in the Cheshire East Area Wide Offer [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer) or via the link on our school website).