

# Our Local Offer for Special Educational Needs and/or Disability

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



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





## Our Local Offer for Special Educational Needs and/or Disability



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<b>Name of Setting</b>	<a href="#">Vine Tree Primary School</a>
<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 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>	
<b>Number of places</b>	
<b>Which types of special educational need do you cater for?</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <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: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid #ccc; height: 100px; 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).



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

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<b>Identification</b>	
<b>How will you know if my child or young person needs extra help?</b>	<p>We aim to identify children with SEND as early as possible. Home school links are made as soon as possible between parents and teachers; therefore, any concerns about a child are encouraged to be communicated by the parent with the class teacher. Class teachers are available at the start and at the end of the day for discussions about any concerns. Concerns may include curriculum progress, emotional well being, behavioural issues and general well being. As the class teachers and other teaching staff play key roles in children's development, they also play a role in identifying any concerns about a child. Concerns are recorded, discussed with parents and then brought to the attention of the SENCO. Class teachers and Teaching Assistants receive regular training on the identification of SEND and track children's progress regularly throughout the year.</p>
<b>What should I do if I think my child or young person needs extra help?</b>	<p>If you have any concerns about your child in relation to SEND, please see your child's class teacher who will meet with you to discuss any concerns and, if necessary, they will involve the school SENCO.</p>
<b>Where can I find the setting/school's SEND policy and other related documents?</b>	<p>The school's SEND policy is available at school for your perusal or on the school website – <a href="http://www.vinetree.cheshire.sch.uk">www.vinetree.cheshire.sch.uk</a></p>



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### Teaching, Learning and Support

#### How will you teach and support my child or young person with SEND?

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer.

We see ourselves as an inclusive school and offer children at our school opportunities to access the curriculum individually, suited to their needs. Teaching is delivered in a number of ways to suit each child. Teachers prepare Quality First Teaching through a differentiated approach with regular support from Teaching Assistants in the classroom.

Through Quality First Teaching, our learners experience a range of learning catered for their individual needs, using approaches such as: visual prompting, various ways to record their work (ICT opportunities), small group work and one to one teaching strategies.

A number of intervention groups throughout Key Stage One and Key Stage Two are in place which are carried out by trained Teaching Assistants.

Outside agencies also work with individual children within school, these include: Occupational therapists, Physiotherapists, Speech and Language therapists and teachers of the deaf.

All children who require additional support within school will have a Special Educational Plan put in place by their class teacher, supported by the school SENCO. This will include targets for the children and will be reviewed on a regular basis. The plan is shared and discussed with parents throughout the year to ensure parents are kept up to date and meetings are held to discuss progress of each child.

#### How will the curriculum and learning environment be matched to my child or young person's needs?

Children are treated as individuals; therefore, their teaching and learning experiences are delivered to meet their needs. Class teachers will be aware of each child's strengths and weaknesses and will ensure teaching is set to accommodate their needs. This might be done through differentiation in the classroom, intervention groups, and help in or out of the classroom, and / or support for children with literacy difficulties may be supported using ICT word processing programmes to aid their recording.

The curriculum the children follow is very creative; children have opportunities to link their learning with others areas of the curriculum on a topic themed approach allowing them to bring their strengths into their learning whenever possible.

In school we also have a Special Educational Needs Teaching Assistant who will work with small groups of children on a regular basis. This person works throughout KS1 and KS2. Work is planned with the SENCO and discussed regularly ensuring children are achieving their targets set on their Individual Educational Plans.

A Learning Mentor is also available to work with children with emotional, behavioural needs.

All additional provision for pupils with SEND is over seen by the school SENCO.



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### Teaching, Learning and Support

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

To ensure Quality First Teaching is being used in each classroom, some of the SEND budget is used towards class provision. Class teachers are given resource request forms on a regular basis from the school SENCO and teachers are asked to request additional equipment needed for individuals with SEND such as writing slopes, large type keyboards, and gym balls for physiotherapy work.  
The budget is also used to provide provision for intervention groups and staff training.  
Children with SEND who require further adult support in class are able to access up to 12 hours support weekly.

**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?**

Once children are identified with SEND, the class teacher will meet with the parents and child to discuss the needs of the individual. Throughout the decision making process for each child, it is paramount that parents are included and updated on needs and progress. The class teacher will involve the SENCO at school, and then depending on the child's need, outside agencies may be included. These may include Speech and Language, Educational psychologist, Autism specialists etc.

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

The school has a range of equipment to support pupils, such as writing slopes, varied reading materials, coloured overlays. The school SENCO makes the decision on allocating these resources depending on the child's requirements. If further resources are needed, these will be provided using the SEND school budget.  
On some occasions, further support will be sought from outside agencies, such as Occupational Therapists etc.

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

Class teachers monitor all children's learning and will act on whether they are falling or excelling with their work. The school has a marking policy in place to ensure continuity throughout the school and children are trained to self-assess their work - this enables the class teacher to understand how the children are progressing in their work and what next steps are needed to provide support when needed.  
Throughout the year, the school holds parents evenings which is an opportunity for parents to discuss their children's progress and needs. Home school diaries are sent home every day and are used as a reading record and communication book for parents and class teachers.



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### Teaching, Learning and Support

Parents of Children with SEND are invited to discuss their child's Individual Education Plan (IEP) on a regular basis and targets are communicated and agreed. Annual school reports are sent home towards the end of the summer term and an opportunity for parents to discuss the report is made by appointment. Children who have statements or EHC plans will have an annual review in which parents are invited to attend along with outside agencies involved with the child's statement / Health Care Plans.

Our school Learning Mentor also offers parent workshops throughout the year and advice to parents.

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

Regular discussions between the class teacher and the child occur throughout the school year, some of these are more formal, discussing their IEP targets, while other meetings are less formal, discussing work and needs for support.

We believe it is vital for the child to be involved in their learning and the decisions made at school for them. Children are encouraged to contribute to their IEP; this can be done verbally or through written responses.

Younger children are given opportunities to join in discussions with a familiar adult.

**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?**

The SENCO meets regularly with the Head Teacher and Leadership team to discuss children's progress and provision. On occasion further training for intervention groups is arranged. This ensures children are able to access the best possible learning opportunity for their learning style.



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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 our pupils is paramount. We ensure that information regarding children with SEND is communicated to all staff at our school. Profiles of children requiring additional needs are communication through staff meetings, SENCO support meetings and training. Risk assessments are put in place for individuals and are regularly monitored by the SENCO and Leadership team. If required additional staff will join children at playtimes on the playground to ensure safety issues are limited and the children are protected when necessary.

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

##### PASTORAL

We aim to ensure that children's individual needs are met through a range of support; children who require additional emotional and social support are invited to have intervention sessions with the learning mentor - such as circle of friends groups, social stories.

As a whole school approach, we follow a PHSE program which looks closely at emotional well being.

##### FRIENDSHIPS

Children who find it more difficult to make friends are given a buddy. The Buddy system works by children offering to join the child during playtimes and lunchtimes, encouraging the child to get involved with games. Our learning mentor is also available to support children in this [area](#).

##### PEER / SIBLING SUPPORT

Through whole school assemblies, children are set support tasks throughout the day e.g. to say something nice about each other, to make a new friend, to help someone in class etc.

The learning mentor will involve children in activities such as circle of friends.

At lunch times the older children at school hold a play leaders support group where they encourage children to join in playing games using a range of outdoor play equipment.

##### BULLYING

The school holds assemblies based on anti-bullying and has a policy available which can be viewed on our website. [www.vinetree.cheshire.sch.uk](http://www.vinetree.cheshire.sch.uk)

Class teachers are vigilant in monitoring children's behaviour.

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

##### ADMINISTRATION OF MEDICATION

If a child with SEND requires medication during the school day, the parents will be asked to complete a medical consent form. All medication is kept away



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### Keeping Students Safe and Supporting Their Wellbeing

from children in a locked box unless it is medication required on site – e.g. an asthma inhaler- which will be stored safely away from children in the classroom. Medicine is administered by a member of staff and a medical record is kept and completed by the member of staff administering the medication.

#### TOILETING

Children are expected to join school from the age of 4 toilet ready. If however, a child has difficulty in using the toilet or has an accident, staff will offer support and encourage children to independently change themselves.

#### PRIVACY AND DIGNITY

On occasion, if a child requires privacy for the administration for medication such as diabetic blood testing and insulin injections, children will be encouraged to move to an area away from others and will be supported by two members of staff.

#### SHARING OF MEDICAL INFORMATION

Medical information is kept confidential for the child and shared with the appropriate staff to ensure the children are taken care of and supported correctly.

#### TRAINING

Staff undertake regular first aid training.

Further training is given in the use of epi pens, diabetic blood testing and injections.

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

As a whole school we fully support and understand the importance of Personal, Social and Emotional well being. Class teachers address this regularly in class through PHSE lessons and children are encouraged to work together and mix with other friendship groups. We have a full-time learning mentor in school who is available to work with parents, children and outside agencies and liaise between school, home and other agencies.

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

#### BEHAVIOUR

The school has a clear Behaviour policy (which can be found on our website [www.vinetree.cheshire.sch.uk](http://www.vinetree.cheshire.sch.uk) ) and follows a behaviour system introduced in the Reception class and continued throughout the school up to Year 6. If children find it difficult to follow the school rules and the behaviour system, other measures are put into place - time out, brain breaks etc.

We seek to implement strategies to help each individual and will seek advice when needed.

We aim to support children with their behaviour and encourage them to take control of their own behaviour.

#### EXCLUSION

It is very rare that we would consider exclusion for any pupil. A copy of the school's exclusion policy can be found here –[www.vinetree.cheshire.sch.uk](http://www.vinetree.cheshire.sch.uk)



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### Keeping Students Safe and Supporting Their Wellbeing

#### ATTENDANCE

Our Learning Mentor works closely with parents where attendance is of concern to find ways to help and improve attendance.



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### Working Together & Roles

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

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

Class Teachers are expected to plan and deliver appropriate learning experiences for all children in their class.

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

The Head Teacher oversees the running of the school, providing effective, dynamic and inspirational leadership in order that every child is able to fulfil their true potential.

The School SENCO (SEN Coordinator), in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEND. The SENCO takes day-to-day responsibility for the operation of the SEND policy and coordination of the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

The Learning Mentor raises standards and reduces truancy and exclusion in the target areas, and to help local education authorities and schools make accelerated progress in achieving their attainment, truancy, exclusions and other relevant targets. They provide a complementary service to existing teachers and pastoral staff in school, and also to others, by providing services to such children and their families outside school, such as social and youth services.

There are also a large number of support staff at school, Teaching Assistants and SEN Teaching Assistants, all are highly skilled and attend regular training. Some of the staff run regular intervention groups and some will work as one to one supports workers.

#### 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?

The SENCO creates transition packs in July each year to pass to each child's teacher for September. This pack includes relevant details about the child, such as Individual Education Plans (IEP's) and targets, any medical letters, medication needs, equipment needs etc.

Class teachers meet with the previous teacher to aid successful transition and the SENCO overlooks the passing of additional information to teaching



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### Working Together & Roles

assistants and other staff that will be involved in the child's daily life at school.

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

Through regular staff meetings and training carried out by the SENCO, all staff are included and show a good awareness of SEND and children's needs within school.

SEND training is in place for INSET days and all staff are invited to attend.

Regular training for intervention groups is held throughout the year and staff pass on information and training to others.

The SEN TA works with all members of staff in KS1 and KS2 to support small groups of children and in creating activities for the children's needs.

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

The school works with a wide range of services:

Speech and Language therapists

Occupational Therapists

Physiotherapists

Autism specialists

Child and Adolescent Mental Health services (CAMHS)

We regularly organise multi-agency meetings to discuss children's needs for example CAF meetings.

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

The Class Teacher would be the first person to speak to regarding your child. The school SENCO is also available to meet with and discuss any concerns relating to SEND.

### Who is the SEN Coordinator and how can I contact them?

Mrs D Walker - [debbiew@vinetreeprimary.co.uk](mailto:debbiew@vinetreeprimary.co.uk)



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### Working Together & Roles

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

The governing body is responsible for the conduct of its school, and must promote high standards of educational achievement at the school. There is a designated SEND governor. Regular meetings take place between the SEND governor and the SENCO.

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

Regular discussions occur between the class teacher and the child throughout the school year; some of these are more formal, discussing their IEP targets, while other meetings are less formal, discussing work and needs for support.  
We believe it is vital for the child to be involved in their learning and the decisions made at school for them. Children are encouraged to contribute to their IEP; this can be done verbally, or through written responses.  
Younger children are given opportunities to join in discussions with a familiar adult.

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

Parents are invited into school for open afternoons, sharing work celebrations, and parents' evenings. We also have a home school group called Helping Hands which is a group of parents who organise fundraising events for the school.  
Parents are invited into school to listen to children read, and join us on educational visits.  
Parents are also invited to apply for a role as a parent governor when there is a vacancy.

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

The SENCO will support parents and families to complete any necessary paperwork.



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### Inclusion & Accessibility

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

All children are included on outdoor activities and educational visits. Risk assessments will be put in place where required for children with SEND, and additional staff will be available when required.

We also invite children with SEND to join in with after school clubs and activities, assessing any risks where necessary.

**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)

We have a disabled toilet

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

Details (if required)

We have 2 disabled parking spaces on the school car park

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

Details (if required)

No

**Additional support is given to pupils when required – e.g. Entry into school via the front entrance instead of the children's entrance and / or leaving earlier from the school day to aid transition to home areas.**



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### Transition

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

Our Admin team will give all necessary information about admitting children into Vine Tree Primary School. 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 offer transition visits for our Reception children and the teacher visits new starters at their preschool / nursery. We encourage families with a child with SEND to arrange visits to the school and to meet with the SENCO.

**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)**

#### ENTRY

For children joining us with SEND, it is vital arrangements are made for the child and their family to visit the school for a tour to ensure the environment and layout suits the child's needs.

Meetings with the Head Teacher and SENCO will be arranged to discuss the SEND needs and additional requirements. This information will be passed to the class teacher and a meeting can be arranged for the child and parents to then meet with the class teacher to further discuss the curriculum and further support – physical or other.

#### TRANSITION TO NEW SETTINGS

We aim to make our transitions as seamless as we can. The child will be invited to visit the school, meet relevant staff and arrange visit dates. In Reception, the teacher will arrange two visits during the last summer term. If further visits are necessary, this will be arranged by the teacher and parent. We work closely with families and create a good working relationship. We also have close links with many of the local high schools and Year 6 attend transition visits in the summer term.



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<b>Additional Information</b>	
<b>What other support services are there who might help me and my family?</b>	
	The school SENCO or Learning mentor can provide details of further support.
<b>When was the above information updated, and when will it be reviewed?</b>	
	June 2014 – to be reviewed in June 2015
<b>Where can I find the Cheshire East Local Offer?</b>	
	From 1 <sup>st</sup> September 2014, the Cheshire East Local Offer can be found at <a href="http://www.cheshireeast.gov.uk/localoffer">www.cheshireeast.gov.uk/localoffer</a>
<b>What can I do if I am not happy with a decision or what is happening?</b>	
	If any concerns occur, we encourage parents to contact the school and discuss their concerns and worries. The first person to speak to would be the class teacher. If the matter needs further attention, a senior member of staff will be able to help, for example the school SENCO. Parents can also find information on the school website – complaints policy at <a href="http://www.vinetree.cheshire.sch.uk">www.vinetree.cheshire.sch.uk</a>