



Our Local Offer for Special Educational Needs and/or Disability: Bridgemere CE (Aided) Primary School & Nursery 2019-2020



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



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| Name of Setting | Bridgemere CE (Aided) Primary School & Nursery |
|--|--|
| Type of Setting | Mainstream with Nursery |
| Specific Age range | 3-11 |
| Number of places | 120 |
| Which types of special educational need do you cater for? <i>(IRR)</i> | <input 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. |

This document is a written account of the implementation of the school's policy for SEN. It meets the requirements of the 2014 SEN Code of Practice (page 106 (para 6.79) guidelines for publishing information).

This report is organised into sections that provide information on how the school's SEN policy is implemented. It includes answers to questions commonly asked by parents. These questions were developed using examples from Pathfinder authorities and through consultation with Cheshire East parent carer forums. 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:

| Identification |
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| How will you know if my child or young person needs extra help? <i>(IRR)</i> |
| <p>As a school team we use our wide range of experience to help us identify those pupils who may need extra help. We consider the whole child and will look at a child's learning, social and emotional well-being and any changes in their behaviour.</p> <p>To make sure we identify those pupils as soon as possible, we have different ways of sharing information and concerns.</p> <p>These include:</p> <ul style="list-style-type: none">○ Regular informal/formal discussions with the Class Teacher, SENCO and Head of School about pupil's progress in each class. During which we identify any pupils who are not making expected progress.○ As a staff, we share any concerns about progress or concerns about a pupil's general well being.○ Talking to parents and listening to their concerns or worries.○ Talking to the pupil and listening if they say they need extra help or have worries.○ Liaison with any other professionals such as health professionals.○ Talking to any previous school or any prior education setting the pupil may have been at. |
| What should I do if I think my child or young person needs extra help? |
| <p>If you think your child needs extra help you should:</p> <ul style="list-style-type: none">● Speak to the class teacher and make an appointment to speak to him or her after school.● The class teacher may invite the Special Educational Needs Coordinator (SENCO) along to listen to your concerns and help plan next steps where it is needed.● You can contact the SENCO directly by making an appointment with the school office or emailing senco@actonceprimary.net |
| Where can I find the setting/school's SEND policy and other related documents? <i>(IRR)</i> |
| <ul style="list-style-type: none">● Please visit our school website http://www.bridgemereschool.co.uk/● Under <i>Key Information</i> or the http://www.bridgemereschool.co.uk/sen/ you will find the school's SEN policy and other relevant information● The website provides you with all the relevant school policies and documents relating to the provision offered to our pupils. |



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Teaching, Learning and Support

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

- We are an inclusive school and aim to provide a learning environment which will meet a wide range of different needs.
- In the school we have a wide range of expertise and skills, which support the teaching, learning and support for pupils with SEND across the school day.
- We adapt learning across the curriculum to meet individual needs. Sometimes a pupil will need a very personalised approach to learning across the school day, other pupils will need learning differentiated to meet their particular needs whilst still providing challenge.
- Planning for SEND pupils is done by the individual class teachers and includes quality first teaching
- Parents are invited to meet with the class teacher and SENCO three times a year to discuss provision and impact.
- Additional adults or key people are used flexibly across the school and may be in a class to support individual or groups of pupils or may be supporting pupils during playtimes and lunchtimes. They might also be undertaking specific intervention and support key to individual need.
- Our aim is to develop the pupil's independence across all areas of learning and the school day.

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

- As an inclusive school we all work within the school curriculum and we adapt the learning environment to ensure all pupils can access their learning at an appropriate level. This may mean that learning and the school environment is differentiated or personalised to meet specific needs, it may mean that specialist equipment or adaptations are put in place or that the learning is differentiated to account for individual specific needs.
- We seek professional advice from other agencies, such as Speech Therapists, Educational Psychologists and the Cheshire East Autism Team to help us match the curriculum and learning environment to a pupil's needs.

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

- The Executive Head Teacher decides on the budget for special educational needs in consultation with the school governors.
- The Executive Head Teacher and the SENCO regularly review the special educational needs across the school and make changes if they are needed.
- Resources for pupils with special needs are, as far as possible, met from the school budget.
- The resources are allocated on a needs basis. Resources may be specialist equipment, additional adult support or outside agency support.



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Teaching, Learning and Support

- Some pupils needs may have complex needs and they may need a key person at times across the school day.
- The Head Teacher and SENCO strategically manage the SEND budget. The budget and its allocation is regularly reviewed over the year to meet any changes in pupils needs or resources available.

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

- When a pupil is first identified as requiring significant additional support, parents will be invited to meet with the class teacher and possibly the SENCo.
- During the meeting, the desired outcomes for the pupil will be discussed, along with how these might be achieved.
- The child's views remain at the centre of all communication and coproduction between pupil, parent, SENCO and class teacher then shapes future support for the child.
- The school has a wide range of expertise and understanding about the type of support a pupil may need; if there are any differences of opinion about the support a pupil needs to achieve the agreed outcomes then parents will be encouraged to discuss the matter with the school's SENCo or Head of School. The school works closely with parent al support agencies (such as CEIAS) to agree appropriate outcomes and support where there is a difference of opinion.
- All resources, training and support are reviewed regularly and changes made as needed.
- Where a pupil's needs are more complex, consideration will be given to making an application for a Needs Assessment with a view to acquiring an Education Health and Care Plan (EHCP). During the Needs Assessment, the school will provide information to the Local Authority who will then determine the exact extent of the child's needs and provide top up funding if these needs require more than 12 hours of specified support.

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

- If any specialist equipment or facilities are required then, where possible, this will be met from within the school budget, for example a writing slope, specialist pen or access to alternative technologies.
- Where specialist equipment or facilities are required that the school does not already have, then the school will review the equipment or facilities needed with the parent, pupil and any specialist agency, such as a Teacher of the Deaf or Occupational Therapist. This may then be met by the school budget or may form part of the provision within an Education, Health Care Plan. For example specialist hearing aids for a deaf pupil.



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- Some specialist equipment can be secured on loan from specialist agencies and across the Real Life Learning MAT we have the opportunity to share resources.

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)*

- Your child's progress is continually monitored by the class teacher and it is formally reviewed by the Executive Head, Head of School and SENCO three times a year.
- The SENCO continually monitors the progress and support for pupils with special needs and if she is concerned about any aspect of your child's progress she will contact you to discuss it.
- There are assessments which are statutory and you will receive these at the required time for example : EYFS baseline, Statutory assessment results in Year 2 and Year 6.
- In addition to the school cycle of parents' evenings, for pupils on the SEND Record, person-centred review meetings are scheduled termly.
- In addition to these person-centred review meetings, the SENCO actively encourages ongoing informal liaison with parents which is fluid in time and approach as per parental preference e.g. scheduled or ad hoc meeting / face to face, telephone call or email communication.
- Pupils with an Education Health and Care plan will have a formal Annual Review each year. Interim Reviews can be called at any time if it is felt that the child's needs have changed significantly.
- If you are worried or have any concerns at any time, then you are encouraged to speak to the class teacher or make an appointment / get in contact with the SENCO.
- If the teacher or SENCO has any concerns or worries during the year then they will contact you either by school communication book or by phone call.
- When a pupil first comes to school or has perhaps had a challenging time, individual daily face-to-face feedback may be needed for a short time.
- All pupils receive an Annual Report in the summer term.
- We have Communication Books for each child.

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

- We encourage a person-centred approach for pupils with SEND in all aspects of work and liaison.
- We encourage the active participation of pupils in all aspects of their learning and wider support.



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- We have a Pupil voice (School Council) which meets regularly and the SENCO holds regular 'Pupil Chatter' sessions with different groups of children.
- Before any person-centred review, labels are sent home (and completed in school) so that the child and all people involved in their support (home and school) can think about: what they love and admire about the child; what is working well / makes a good day for them; what is not working well / makes a bad day for them. It is these views which commence any person-centred review.
- Individual SEN Support Plans are based on what the pupil, parents and school collectively feel is important for the child in their next cycle of support
- SEN Support Plan review comments aim to collate the views of the child, home and school (as well as other professional) in ascertaining success and next steps.
- In all 1:1 and group work, support staff explicitly discuss with children their thoughts on provision and what the child likes / feels is working about the specific support.
- Through our marking policy we identify areas of progress and areas that need further development. The pupils are given time to read and respond to the comments.
- Across the year we talk individually to all pupils about their learning and plan next steps with them.
- We ask pupils about their learning and how they learn best, which is often key to reaching the learning outcomes that have been agreed.

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)*

- We encourage a person-centred approach for pupils with SEND in all aspects of work and liaison.
- We encourage the active participation of pupils in all aspects of their learning and wider support.
- In evaluating any provision, the SENCo will take account of the views of: the child, the class teacher, the support staff involved with the child, parents, outside agencies, Head of School, and only with these views collated is provision assessed.
- Support is assessed informally as needs arise and formally in person-centred reviews.
- Before any person-centred review, labels are sent home (and completed in school) so that the child and all people involved in their support (home and school) can think about: what they love and admire about the child; what is working well / makes a good day for them; what is not working well / makes a bad day for them. It is these views which commence any person-centred review.
- We plan the support for SEND pupils through a Provision Map which includes indications of the cost of each intervention.



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Teaching, Learning and Support

- Using all of the above, the success of any intervention or support programme is monitored closely, to ensure that they are both effective and good value for money.
- The SEN Governor maintains an overview of the schools provision through meetings with the SENCO.
- The SENCO reports annually to the Board of Governors.

Keeping Students Safe and Supporting Their Wellbeing

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

- We follow the schools Safeguarding Policy
- We aim to include all pupils in all aspects of the school day and the curriculum. Some pupil's need a more personalised approach and need extra support at different times of the day.
- Some pupils will have more complex difficulties or medical needs and may need a named key person outside the classroom, this may include a personalised meet and greet session each day and a debrief at the end of the day.
- We carry out risk assessments for all off site activities and residential visits. If we feel a pupil needs extra support to ensure his or her safety and well being, we will carry out an Individual Risk Assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip.
- There is always a first aider included as part of the staff team for all off site activities.

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

- Our school is a nurturing school and all staff are part of the pastoral support system.
- We understand that pupils with SEND can face many challenges which may impact on their overall well-being and they may need extra pastoral support. After discussion with the pupil and parents we may name a key person to add an extra point of contact and individual support.
- Developing friendships can be challenging and to support this we offer a range of different social skills activities, which are often personalised to meet individual needs.
- We are mindful that it can be challenging for brothers and sisters of pupils with a special need and where needed will give opportunities



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Keeping Students Safe and Supporting Their Wellbeing

for them to have a 'time to talk' with a key adult and be sensitive to their needs as well.

- We do not tolerate bullying in our school and we follow our school policy

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

- The school follows our Supporting Pupils with Medical Needs Policy
- If medication is prescribed by the Doctor you will need to fill in a medicine request form at Reception and a member of staff will give it.
- We work closely with the School Nurse and if medication needs to be taken over time in school, then after discussion with the school nurse, parents and staff an Individual Healthcare plan is agreed and put in place.
- We have yearly training on the administration of Epi pens and seek extra training needed to address any other specific needs that a pupil may have (for example epilepsy, use of hearing aids).
- We have regular staff updates on any medical conditions affecting individual pupils so that all staff are aware of their particular needs.
- If a pupil needs any personal care then an Intimate Care Plan will be developed with the support of parents and medical professionals, such as the continence service. Where possible the pupil's views will also be shared.
- We review all Intimate Care Plans regularly to ensure we respect a pupil's privacy and dignity.
- We would ask parents to inform school if a pupil has time off for medical appointments and we will record this absence as 'medical'.
- We have trained First aiders whose training is regularly updated. There is list posted of First Aiders available at the school.
- There is always a first aider included as part of the staff team for all off site activities.

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

- Our school ethos is to nurture all pupils.
- We have an Emotional and Wellbeing Champion within school.
- We are a KiVa school and follow the KiVa antibullying programme.
- The class teacher has overall responsibility for the pupils in their class; sometimes a pupil with special needs may need extra support and a key person or mentor maybe chosen to fulfil this role.
- Where appropriate, social / emotional support is available through appropriately trained members of our support staff; we can offer, for example, Resilient Classrooms, Cool Connections and Art Therapy, as part of wider range of support.
- Where a child need specific emotional support, we can offer meet and greet, buddy systems and other personalised support.
- We seek advice from other agencies such as CAMHS and Cheshire East Autism Team.



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Keeping Students Safe and Supporting Their Wellbeing

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

- We have a positive approach to supporting and developing good behaviour.
- Our Behaviour Policy can be found on our website [www. actonceprimary.net](http://www.actonceprimary.net).
- Through Quality First Teaching and our real-life curriculum, we aim to ensure the most engaging and appropriate curriculum / approach for all pupils.
- In line with the above, teachers promote a culture of success, clear and appropriate instruction, with chunking and sensory elements to learning which provide a clear basis for all of our pupils.
- We recognise that challenging behaviour is not a special educational need, but we also recognise that some pupil's additional needs mean that their behaviours may need extra support and understanding. Parents are involved in identifying and discussing specific issues and SEN Support Plans, or RAMPS (Reducing Anger Management Plans) may be written to identify, support and set targets.
- If there is a risk of exclusion, parents are fully included in all aspects of the process and outside agencies will be contacted for advice.
- School staff are well trained to support families through the Early Help route.
- Attendance is monitored daily. Where a pupil with special education needs has poor attendance we would seek to discuss this with the parent and where possible seek advice from the Education Welfare Officer.



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| Working Together & Roles |
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| <p>What is the role of my child or young person's class teacher?</p> <p>The role of the class teacher is:</p> <ul style="list-style-type: none"> • To deliver quality first teaching and adapt it to meet individual pupils needs. • To check progress across the year and identify where additional help or support may be needed. • To discuss with the SENCO any extra additional help your child may need. • To plan with any additional adults or key people the implementation of any extra support or intervention. • To listen to specialist advice such as CEAT and adapt teaching and learning as advised. • To be the first point of contact for parents. • Has overall responsibility for pupils learning and their day-to-day well being in school. • To ensure the School's SEND policy is followed in their classroom. |
| <p>Who else has a role in my child or young person's education?</p> <ul style="list-style-type: none"> • The Executive Head Teacher • The Head of School • SEN Governor • The SENCO • Key worker or a Learning Support Assistant may have a role depending on the pupils needs at the time. Pupils may work with different adults throughout the day. • Outside agencies may have a role. In the year 2018-2019 other agencies included: Speech and Language Therapists, Educational Psychologist, NEP SENCO, Cheshire East Autism Team, Sensory Impairment Service, Occupational Therapists, Physiotherapists. |
| <p>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?</p> <ul style="list-style-type: none"> • A SEN Support Plan (SSP) will be created for every child on the SEN Record. At the heart of this is plan is the views of both pupil and their parents. • The plan explains the desired long term outcomes for the particular child, as well as the agreed support that will be put into place. • Staff are regularly up dated about any significant changes to provision through staff meetings and through formal and informal |



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Working Together & Roles

discussions.

- Each child with an EHCP will also have a SEN Support Plan.

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

- The school has a wide range of expertise and skills to support pupils with SEND.
- These include:
 - An experienced SENCO with over 15 years' experience in Primary schools across Cheshire. The SENCO holds the NPQH (National Professional Qualification for Headship), the NASENCO (National Award for SEN) and has substantial experience at management level across various schools. Current SENCO was previously a Reading Recovery Teacher and thereby has the skills and understanding to support children in fast development of early reading and writing.
 - All our teachers have qualified teacher status and all staff receive regular training on how best to support pupils with SEND.
 - Many of our Teaching Assistants hold Qualified Teacher Status.
 - Our staff are trained in a range of whole school and targeted interventions; these include (for example): Read, Write, Ink; Singapore Maths; Resilient Classrooms and Cool Connections; Social Stories; Attachment training; modified Reading Recovery techniques; Speech and Language programmes; Sensory Processing training; epilepsy training.

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

Support and advice is sought and implemented from whatever external agencies are necessary to ensure any barriers to success are identified and responded to.

In the last 12 months, we accessed support from:

- Educational psychologists (largely via Group Consultations which are held half termly).
- Cheshire East Autism Team (largely via Group Consultations which are held half termly).
- Hearing (Sensory) Inclusion Service
- Specialist Teacher for the Visually Impaired
- Child and Adolescent Mental Health Services (CAMHS)
- Emotionally Healthy Schools Team



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| Working Together & Roles | |
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| <ul style="list-style-type: none">• School Nurse and the Continence Service• Speech and Language Therapy Services• Community Paediatrician• Occupational health• Physiotherapy• Education Welfare Service• Social Care (Social Workers and Family Support Workers) | |
| Who would be my first point of contact if I want to discuss something? | |
| <ul style="list-style-type: none">• The first point of contact is the class teacher• Or you can contact the SENCO; an appointment can be made through the office or by emailing the SENCo directly via senco@actonceprimary.net | |
| Who is the SEN Coordinator and how can I contact them? (IRR) | |
| <ul style="list-style-type: none">• The SENCO is Mrs Anna Pike. You can contact her via the school office 01270 520271 or via email on senco@actonceprimary.net | |
| What roles do your Governors have? And what does the SEN Governor do? | |
| <ul style="list-style-type: none">• The school Governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and there are regular meetings between the SEND Governor and SENCO, to ensure that all pupils including those with a special need or who are looked after make progress.• The SEND Governor is Emma Bradley | |
| 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">• Pupil voice is very important and valued in our school.• We have Pupil voice questionnaires and a School Council.• Staff in school complete 'pupil chatter' groups to ascertain pupil voice on specific areas within school• Support staff work closely with pupils ensuring that children have the chance to regularly discuss their views and support | |



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Working Together & Roles

- We ask the pupil about their thoughts and feelings before each parents meeting.
- We formally record the pupil's and parents' thoughts as part of each SEN Support Plan cycle, and before each Annual Review; these discussions forms part of the official review process through their key worker.

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

We encourage parents to be actively involved in the school. For example By:

- Joining the Parent Teacher Association (Friends of Bridgemere)
- Being a 'Parent helper' in school or as a volunteer reader.
- Being a member of Parent Council.
- Helping on trips.
- The school website keeps parents in touch with events in 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.

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

- The school actively encourages parents to discuss any concerns that they may have at the first opportunity. The class teacher, SENCo, Head of school and Executive Headteacher are all happy to discuss the needs of your family; simply make an appointment to meet the member of staff you require through the office.
- After discussing your concerns the school may signpost you to other organisations, such as CEIAS the Cheshire Information Advice and Support (formerly called Parent Partnership), Family Support Workers based at local Children's Centres, the NEP Family Support Worker, the School Nurse, VISYON, or Play Therapy Services that can meet the needs of your family.
- If any of our pupils are entitled to transport to school we would liaise with parents, taxi drivers / escorts and the transport co-ordinator team on a regular basis



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Inclusion & Accessibility

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

- We aim to include all pupils in all aspects of the school inside and outside the classroom.
- Some pupil's need a more personalised approach and need extra support for different activities outside the classroom.
- We carry out risk assessments for all off site activities and residential visits, to ensure that everybody's health and safety will not be compromised.
- If we feel a pupil needs extra support to ensure his or her safety and well being, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip or a more personalised approach to the activity or trip.
- Activities may be adapted to ensure that your child is fully included.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? yes

Details (if required)

Are disabled changing and toilet facilities available? yes

Details (if required)

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

Details (if required)

Most parents use village car park which is a short walk away but special arrangements for access to staff car park can be made by contacting the school office.



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Inclusion & Accessibility

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

Details (if required)

Not applicable

The schools accessibility plan can be found on the schools website. Our practice is and policy adheres to the Equality Act 2010. Where translation is needed to support parents understanding of English, we will endeavour to support this through use of translation services.



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| Transition |
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| Who should I contact about my child/young person joining your setting, school or college? (IRR) |
| <ul style="list-style-type: none">• Please contact our Head of School via the office to make an appointment about your child joining our school.• We follow the Cheshire East admissions policy |
| How can parents arrange a visit to your setting, school or college? What is involved? |
| <ul style="list-style-type: none">• Parents are encouraged to visit the school and should ring the school office to make an appointment with the Head of School and 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) (IRR) |
| <p>Transition can be a difficult time for both your child and the family.</p> <ul style="list-style-type: none">• If your child is moving to another school we will:<ul style="list-style-type: none">○ Endeavour to contact the new schools SENCO and share information about any special arrangements which have been in place to support your child's learning and inclusion.○ We will transfer all records about your child as soon as possible.• When we know your child is joining our school we will:<ul style="list-style-type: none">○ We will liaise with all early years settings and may put in place extra visits with key workers.○ Meet with you and anyone else who can help prepare and support your child's move to our school.○ We will to discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.○ We may decide together that we need an inclusion plan.○ We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and met during transition.○ We will hold new starters evenings for parents and hold new starter sessions for pupils. |



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| Additional Information |
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| What other support services are there who might help me and my family? <i>(IRR)</i> |
| <p>Please look at Cheshire East's Local Offer for further information about the support services available to help you and your family www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer/local_offer.aspx</p> <p>Cheshire East Information Advice and Support service are signposted to offer further support www.ceias.cheshireeast.gov.uk</p> |
| When was the above information updated, and when will it be reviewed? |
| This report is updated annually and was last updated October 2019 |
| Where can I find the Cheshire East Local Offer? <i>(IRR)</i> |
| Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer/local_offer.aspx |
| What can I do if I am not happy with a decision or what is happening? <i>(IRR)</i> |
| <p>If a parent is unhappy with the provision that we are making for their child then you should initially approach the class teacher or the school special educational needs coordinator (SENCO)</p> <p>If this does not resolve the problem then the parent should speak to the Head teacher.</p> <p>The parent should follow the school Complaints Policy.</p> <p>Parents are advised that the school complaints policy is accessed through our website http://www.bridgemereschool.co.uk/</p> |