

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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Name of Setting	
Type of Setting <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 type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
Specific Age range	5-11
Number of places	315
Which types of special educational need do you cater for? <i>(IRR)</i>	<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 checked="" 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).



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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 Haslington Primary Academy and Nursery. Within the Academy, a wide range of experiences are used to support the identification of those children who may need extra help. The whole child is always considered and we will look at a child's learning, social and emotional well-being and any changes in their behaviour as well as their profile against recognised characteristics of specific forms of SEND. Academy and Nursery staff receive training to support them with the identification of children with SEND.

As early identification is paramount, there are different ways of sharing information and concerns within the Academy:

- Termly Pupil Progress meetings which are led by the Senior Leadership Team, monitor children's progress carefully and identify children who are not making expected progress.
- Class teachers have the opportunity to discuss issues raised at the Pupil Progress meetings with the Academy and Nursery's SEND Lead to ensure that all children are achieving the best they can.
- As an Academy and Nursery, any concerns about progress or a child's well-being are shared.
- Talking to parents/carers and listening to their concerns and worries.
- Talking and listening to the child if they say they need extra help or have worries.
- Liaison with other agencies such as health professionals.
- Talking to previous school or pre-school settings that a child has attended.
- Records of interventions are monitored by the SEND Lead.

After initial identification has taken place and support given, any further concerns are discussed with the Academy and Nursery's SEND Lead. The SEND Lead would then discuss these concerns with those working with the child in school, the child's family and the child themselves if appropriate. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. High priority is given to quality first teaching strategies.

Depending on the level of the child's needs, the decision may be made to offer class based support approaches. For some children, in addition to the class based support approaches, out of class interventions may be offered. Those children with the highest levels of need may be referred to other agencies for further advice and support. This advice is discussed with those who work with the child, the child's family and the child themselves.

The SEND Lead keeps a record of children requiring additional/SEND support in order to monitor the progress of these children.



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Identification

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

If you think your child needs extra help you should:

- In the first instance speak to the class teacher or the key worker. Class teachers are often available at the end of the school and nursery day and are happy to make appointments if you require a longer discussion. The class teacher or the key worker may also invite the SEND Lead to listen to your concerns and to help plan next steps.
- Alternatively, the SEND Lead can be contacted directly by making an appointment with the Academy office.

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

The Academy SEND policy and other relevant policies can be found on Haslington Primary Academy's website by following this link:
<https://www.haslington.cheshire.sch.uk/policies/>



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Teaching, Learning and Support

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

Haslington Primary Academy and Nursery teaches children with SEND in accordance with the Cheshire East area wide offer (see CE website).

- As an inclusive Academy and Nursery, the learning environment is adapted to ensure that all children can access their learning at an appropriate level.
- The priority is the provision of high-quality class teaching which is differentiated to meet the needs of all learners within the Academy and Nursery. Sometimes a child may need a personalised approach to learning across the Academy and Nursery.
- Planning for SEND is completed by class teachers and key workers with support from the SENDCo and includes high quality teaching.
- Approaches might include alternative forms of recording work, visual prompts, small group teaching.
- Support staff are used within a class to support groups of children or an individual, including supporting children at playtimes and dinnertimes. The aim is to develop children's independence across all learning within the Academy.
- Within the Academy, class teachers, key workers and support staff receive regular professional development opportunities to guide them in differentiating learning opportunities for the learners in their class and settings.
- The Academy has a wide range of intervention programmes available to help children which goes beyond class-based approaches. Some of these intervention approaches are commercially available packages of support, such as, Read, Write, Inc 1-1 catch up. Others are bespoke/personalised approaches based on best practice guidance such as social skills groups.
- For those children with significant or complex needs, the Academy and Nursery seeks the advice of specialists, for example Speech and Language therapists, Health visitors, Educational Psychologists, The Visual Impairment Service, Hearing Impaired Service and Occupational Therapists. In some cases, these specialists might work in the school with the child or at a local clinic. The advice of Outreach Services offered such as Springfield school may be sought as well. The Academy has a link to a Paediatric Mental Health Support Practitioner.
- Where additional levels of support are required, currently a Special Educational Needs (SEN) Support Plan is created, which outlines the provision available to each child and will be available to parents/carers. In addition, parents/carers 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 parent-teacher meetings. Alternative ways of communicating with parents/carers (telephone, email, Microsoft Teams) are also available upon request.
- There is the opportunity to contact the Academy and Nursery's SEND Lead by making an appointment through the Academy office so a child's needs may be discussed in person in more detail.
- Within the Academy parents/carers are invited to meet with the class teacher and SEND Lead three times a year to discuss impact and provision.



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Teaching, Learning and Support

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

- Teaching staff are aware of high quality teaching strategies that are used to support all children within the Academy.
- All class teachers or key workers take responsibility for meeting the needs of all learners in their class or settings by differentiating the learning.
- As an inclusive Academy and Nursery, the learning environment is adapted to ensure that all children can access their learning at an appropriate level. For example, for those children with language processing difficulties, visual supports may be used to accompany auditory information.
- Individual children's progress is tracked and monitored.
- For those learners who require a more specialist approach to learning, class teachers or key workers are encouraged to discuss different approaches to differentiation with specialist staff in the Academy, for example the Academy and Nursery's SEND Lead /Mental Health Lead.
- The class teacher or the key worker and the Academy and Nursery's SEND Lead may seek advice from other agencies such as the Cheshire East Autism Team (CEAT) or the Mental Health Support Team to help match the curriculum and learning environment to a child's particular needs.
- Systems are in place to ensure information regarding children with SEND and medical needs is shared with all staff including supply teachers, for example through the use of one-page profiles.
- The Academy and Nursery aims to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the learner.
- All additional provision for children with SEND is overseen by the Academy and Nursery's SEND Lead.

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

- The Principal decides on the budget for special educational needs in consultation with the Academy Governors.
- The Principal and the SEND Lead regularly review the special educational needs across the Academy and Nursery.
- Resources for children with Special Educational Needs are met from the Academy budget as far as possible.
- Resources are allocated on a needs basis across the Academy. Resources might take the form of additional physical resources in the classroom e.g. writing slopes, ear defenders, talking tins etc or through additional adult support such as teaching assistants, key workers and therapists.
- For those requiring provision that is additional to class based approaches, funding may facilitate the use of the Academy's range of intervention programmes.
- Some children's needs may be complex and they may need a key person at times across the Academy and Nursery.



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Teaching, Learning and Support

- Where a child's needs are more complex and it is felt that additional funding is required to meet her or his needs this will be discussed with parents/carers at regular review meetings. Consideration to making an application for an Education Health and Care Plan needs assessment will be discussed in partnership with parents/carers. If parents/carers agree, the Academy will apply to the local authority for an Education Health and Care Plan needs assessment.
- Parents/Carers are able to request an Educational Health and Care Plan needs assessment. Parents/Carers will need to contact the SEND Team. However, parents/carers should discuss their concerns with the Academy and Nursery prior to making a request.

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 children's needs are initially identified, a discussion takes place between teachers, parents/carers and the child if appropriate. At this meeting, desired outcomes for the child will be discussed and the provision or support that a child needs to meet those outcomes will be agreed. The Academy and Nursery SEND Lead may be invited to attend this meeting. Please see the Academy and Nursery's Special Educational Needs and Disability Policy for further information on this process.
- The Academy has a wide range of expertise and understanding about the type of support a child may need, but occasionally the Academy may seek the advice of other agencies to help the child in meeting the outcomes agreed. This link may be utilised when there are differences of opinion about the nature of support required.
- Parents/carers and children will be fully involved in decisions about support and provision and any decisions to implement provision that is additional or different to that received by the majority of children are made in conjunction with the child and parents/carers.
- All resources training and support are reviewed regularly and changes made as needed.

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

- The Academy has a range of specialist equipment and facilities e.g. writing slopes, coloured overlays to support children with SEND.
- These resources are allocated on a needs basis across the Academy and Nursery.
- Additional resources are procured as and when required. Additional resources may be met by the Academy's budget or may form part of the provision within an Education Health and Care Plan, for example specialist mobility equipment.
- Where more specialist equipment is required e.g. large print books, the Academy and Nursery's SEND Lead will liaise with the relevant external advisory services to seek the best advice for the procurement of these.



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Teaching, Learning and Support

- Parents/carers will be involved wherever possible in these discussions.

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)*

- Monitoring of children's progress happens on a day-to-day basis by the class teacher or key worker in the Nursery.
- For learners with more significant needs, regular contact with families takes place. Contact may take the form of communication through Dojo, golden books, home-school communication diaries or a conversation with a member of staff or key worker in the Academy and Nursery.
- Formal monitoring of progress takes place termly.
- Information about pupil progress is shared with parents/carers at parent/carer-teacher meetings which are held twice a year and via the annual report to parents/carers which is sent home during the summer term.
- For children with Special Educational Needs (SEND), support plans will be discussed with parents/carers at parent-teacher meetings.
- For those children with an Education Health and Care Plan, a formal annual review will be held.
- Parents/carers are welcome to make additional appointments to discuss their child's progress as required and class teachers or key workers are usually available at the end of the school/nursery day. Parent/carers may also make an appointment to speak to the SENDCo Lead.
- If the teacher or SENDCo has any worries or concerns they will contact you in person or by phone call.
- There are assessments which are statutory and you will receive these at the required time, for example: EYFS (Early Years Foundation Stage) end of year assessments, phonics screening check and statutory assessment results.
- The Alexandra Academy Trust's Family Support Worker is also able to offer parenting advice and strategies.

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

- The active participation of all children is encouraged in all aspects of their learning.
- Haslington Primary Academy and Nursery has a School Council which meets regularly with the Principal.
- Through the Marking and Feedback Policy, areas of progress and areas that need further development are identified. The children are given time to read, reflect and respond to the comments in green pen fix-it time.
- For the Annual Review process, the child's ideas and thoughts are reported. The child is invited to be a part of the review meeting if appropriate.
- Pupil Voice surveys are completed across a range of curriculum subjects.
- When a child is unable to communicate their thoughts and ideas, these are communicated and written in the third person.



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Teaching, Learning and Support

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 Academy and Nursery's SEND Lead, along with the Principal and other members of the leadership team, undertake regular monitoring of children's progress and of the effectiveness of provision.
- There are opportunities to work closely with other academies within the Alexandra Academy Trust, a local cluster of schools and various outside agencies which enables opportunities for consultation and continuing professional development. This allows for the sharing of ideas, resources and expertise.
- The SEND Governor maintains an overview of the Academy and Nursery's provision through meetings with the SEND Lead,.
- The SENDCo reports regularly to the Governor.
- The success of intervention programmes in Haslington Primary Academy and Nursery is monitored carefully to ensure they provide high quality outcomes and remain good value for money.
- The individual opinions of children and parents/carers regarding the effectiveness of support are sought and collated to inform decisions about future provision.
- For the Annual Review process a survey of parental and child views are undertaken.

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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?

- Staff follow the Child Protection and Safeguarding Policy.
- Information about children with SEND is communicated to relevant staff through the medical needs list and individual care plans, which outline any areas which could pose a risk to the child. Where risks are identified, measures are taken to limit these. Where a significant risk is identified, a risk assessment would be carried out and/or outside agency advice sought, and if needed, plans and actions would be put into place.
- As some children need a more personalised approach and need extra support at different times of the day, additional support may be provided for unstructured times of the day if required.



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Keeping Students Safe and Supporting Their Wellbeing

- For any offsite visits, Haslington Primary Academy and Nursery adheres to the Cheshire East offsite risk assessment procedures (EVOLVE) and if necessary individual risk assessments would be carried out and shared with parents/carers.
- There is always a first aider included as part of the staff team for all off site activities.
- Children in the Academy and Nursery with additional needs are offered additional handover support at the beginning and end of the school day (meet and greet, alternative drop-off points, entrance to the building at quieter times, daily debrief, communication books).
- When working outside of the classroom, children are appropriately supervised and additional adults utilised as required.
- All PE/Sports Coaches are First Aid trained.
- Additional adult support for children with SEND can be arranged for break times and additional funding sought if required.

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

- Haslington Primary Academy and Nursery, recognises that children with SEND can experience a range of social and emotional issues and may need extra pastoral support. As well as a whole Academy and Nursery focus through our SMSC teaching, a range of interventions to address specific issues as they arise are offered.
- There is a range of assessment tools to support staff in tracking and monitoring children's self-esteem and confidence.
- The Academy and Nursery is linked to an NHS Mental Health Practitioner. The Academy and Nursery is able to make referrals to the NHS Mental Health Support Team when children are identified as needing further support. Parental consent must be obtained.
- Developing friendships can be challenging for children and to support this, a range of different social skills activities can be offered (the Friendship Terrace programme, social skills groups, additional clubs etc.)
- The Alexandra Academy Trust's Family Support Worker is also available to support children and families in a holistic way.
- It is sometimes appropriate to offer support to peer groups/siblings of children with SEND and where needed will give opportunities for them to have a 'time to talk' with a key adult and be sensitive to their needs as well.
- The Academy does not tolerate bullying and we follow our Academy's Anti-Bullying Policy (this can be found on our website at: <https://www.haslington.cheshire.sch.uk/policies/>)
- Key stage assemblies which address some of the key areas of need within our Academy are held.

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



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Keeping Students Safe and Supporting Their Wellbeing

- Haslington Primary Academy and Nursery has a Medicines Policy which can be accessed on the Academy's website at <https://www.haslington.cheshire.sch.uk/policies/>
- If medication is prescribed by the doctor, a medicine request form must be completed at the Academy/ Nursery office before a member of staff is able to administer it. Medicine is administered in the presence of a named member of staff who signs to acknowledge correct administration.
- If medication needs to be taken over time in school, then after discussion with the relevant health care professionals (if required) and parents/carers and staff, an individual health care plan is agreed and put into place.
- In some cases, a child's medication may be more appropriately stored and administered in their classrooms (e.g. asthma inhalers). When this is applicable a clearly identifiable safe place, where the child can access the medication e.g. inhaler, with ease is chosen.
- If an individual health care plan needs to be put in place a care plan will be developed with the support of parents/carers and medical professionals, such as the continence service.
- With toileting, in the first instance, the Academy and Nursery would support toilet training programmes in place at home where appropriate.
- For those children who wear nappies or continence pads, the Academy requests that parents/carers provide the appropriate equipment as well as a spare change of clothes in case of accidents. An Intimate Care Plan is put into place. The Academy has an Intimate Care Policy which can be accessed at the Academy 's website at <https://www.haslington.cheshire.sch.uk/policies/>
- The relevant staff have training on the administration of Epi Pens and epilepsy and we would seek any extra training to address any other specific needs that a child may have, as it is required.
- There are regular staff updates on medical needs affecting individual children so that staff are aware of a child's particular needs.
- Information about more complex medical and personal care needs of a child is noted on an individual health care plan.
- For children with medical conditions which can present with medical emergencies, a clear and detailed plan is produced alongside parents/carers and medical professionals, detailing the procedure to be followed in the event of an emergency.
- Parents/carers are asked to inform the Academy if a child has time off for medical appointments. The absence is recorded as 'medical.'
- Where children need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the child with any missed work with the class teacher in the first instance. Wherever possible the Academy will work flexibly to support children who miss work due to unavoidable medical appointments or through illness.
- The Academy and Nursery has trained first aiders who update their training on a regular basis.
- For some children it is most appropriate for medical care to take place in private (e.g. toileting) and arrangements for this are made based on the context of the child's needs. For some children, medical care may take place within the daily routine of the classroom.
- All individual health care plans are reviewed regularly to ensure a child's privacy and dignity are respected.



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Keeping Students Safe and Supporting Their Wellbeing

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

- Class teachers and key workers have overall responsibility for their class and regularly address personal, social and emotional well-being.
- Sometimes a child with SEND may need extra support and a key person may be used to fulfil this role. The trainee Art Therapist, Family Support Worker or NHS Mental Health Practitioner might work individually with children or support them in a holistic way (e.g. family support etc).
- Haslington Primary Academy and Nursery seeks advice from agencies such as Child and Adolescent Mental Health Services (CAMHS), NHS Mental Health Support Team, Educational Psychologist (EP), Cheshire without Abuse, NSPCC, Cheshire East Autism Team (CEAT), Mental Health Emotionally Healthy Schools, Springfield Outreach Service, Early Years and Child Care Team and specialist support from the School Nurse Service.

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

- Haslington Primary Academy and Nursery has a positive approach to supporting and promoting good behaviour. An incentive scheme that includes earning smileys is used as part of the mainstream Academy's 'Positive Rewards'.
- The Academy has clear behaviour policies which are implemented consistently across the mainstream school. Our Behaviour Policy can be found on the website <https://www.haslington.cheshire.sch.uk/policies/>
- Where children are unable to follow this policy or require additional support, a range of measures are used to support children in adhering to the Academy's rules. For some children this involves alternative arrangements at key "trigger points" during the day; for others this may involve a "time out" arrangement enabling the child to find a designated safe place at times of stress.
- In order to understand behaviour, an Antecedent, Behaviour, Consequence system of recording and analysing behavioural incidences, in order to find patterns in behaviours may be used. When these are identified strategies to support children in avoiding a repetition of these behaviours are implemented.
- It is rare Haslington Primary Academy and Nursery would consider exclusion for any child. A behaviour report is used as a means of giving measurable targets to improve behaviour. A copy of the Academy's Positive Behaviour Policy can be found on the Academy website <https://www.haslington.cheshire.sch.uk/policies/>
- Attendance is monitored daily. Where a child with SEND has poor attendance the concerns would be discussed with the parents/carers and where possible advice sought from Education Welfare Management.



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Keeping Students Safe and Supporting Their Wellbeing

- Haslington Primary Academy and Nursery takes active steps to improve attendance. Our Attendance Officer works with families to offer support to improve punctuality and attendance.
- Good attendance is promoted through the use of the weekly attendance champions and termly attendance certificates.



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Working Together & Roles

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

The role of the class teacher is:

- To deliver quality first teaching and adapting teaching to meet an individual child's needs within their class.
- To have responsibility for children's learning and day-to-day well-being within the school.
- To check progress across their class and identify where additional help or support may be needed.
- To discuss with the SENDCo Lead any extra additional support required.
- To plan with any additional adults for the implementation of any extra support or intervention.
- To listen to specialist advice such as the Educational Psychologist, Cheshire East Autism Team (CEAT) and adapt teaching and learning as advised
- The class teacher is the first port of call for children and parents/carers.
- To ensure the Haslington Primary Academy's SEND policy is followed in their classrooms and settings.

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

- The Principal
- The Deputy Head Teacher
- The SEND Director Governor
- The Academy and Nursery's SENDCo Lead

In addition to the Principal, the SENDCo Lead, the class teacher/s or key worker/s, children may come into contact with the following:

- The Safeguarding Lead has responsibility for ensuring the pastoral needs of children are met.
- External agencies or specialists, for example (Cheshire East Autism Team, Educational Psychologist, Early Years and Childcare Team, Mental Health Support Team, NHS Speech and Language Therapists) may provide additional support and advice. Their involvement will always be with the consent of the parent/carer.
- There are also a number of support staff working in the Academy school and nursery. Some of these staff deliver intervention programmes under the guidance of the teaching staff; others work in the classroom supporting children.
- For children with the highest levels of need, an additional adult might at times be assigned to work with a child.



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Working Together & Roles

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?

- Systems are in place to ensure information regarding children with SEND, EHCP or medical needs is shared with relevant staff including supply teachers.
- All class teachers and relevant staff will have access to Individual Health Care Plans, School Focused Plans and Education, Health and Care Plans through a secure cloud-based programme CPOMS.
- The SENDCo Lead shares the information about a child's SEND or EHC plan with key staff.

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

- All Academy and Nursery staff have a good awareness of SEND through staff meetings. Meetings are held to enable staff to work with the SENDCo Lead to develop their practice in relation to the specific needs of children in their classes.
- All teachers hold qualified teacher status.
- Staff have received training in speech and language communication techniques for use in the classroom as appropriate.
- Staff have been on a CEAT training course in the teaching and inclusion of children with autism.
- Staff undertake training from the Visual Impairment and Hearing Impairment Teams as appropriate.
- Staff undertake training from School Health in relation to Epipen administration, asthma and epilepsy as appropriate.
- Staff undertake training from the Paediatric Diabetes Team when required.
- The Academy has a trainee Art Therapist who works 1 day per week.
- The Academy and Nursery's SENDCo Lead has achieved the National award for Special Educational Needs Coordination.

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 Haslington Primary Academy and Nursery has links with a wide range of outside agencies according to the current needs of children within the Academy school and nursery as well as the support from different agencies, which include:

- Half termly Educational psychologists cluster meetings.
- Half termly Cheshire East Autism Team meetings.



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Working Together & Roles

- Half termly NHS Speech and Language therapist visits.
- Emotionally Healthy Schools (Mental Health Consultations).
- Springfield School Outreach Service
- Mental Health Support Team/Mental Health Practitioner linked to the Academy and Nursery

Support and advice is also sought and implemented from external agencies to ensure any barriers to success are identified and dealt with. These include:

- Educational Psychologist
- Educational Welfare Management
- Cheshire East Autism Team
- Speech and Language Therapist
- Speech and Language Therapy Team
- Child and Adolescent Mental Health Services (CAMHS).
- Visual Impairment
- Hearing Impairment
- Occupational Therapy
- Physiotherapy
- Community Paediatrics
- School Health
- Paediatric Diabetes Team when appropriate
- Health Visitors
- Early Years and Childcare Team
- Continence Service
- Social Care
- Family Support Workers
- CLASP
- Springfield School Outreach Service
- Emotionally Healthy Schools
- Mental Health Support Team/Mental Health Practitioner linked to the Academy and Nursery



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Working Together & Roles

The Academy and Nursery organises, where appropriate, multi-agency meetings to discuss a child's needs (e.g. Early Help Forms or Action for Inclusion Meeting) and aims to ensure good communication with these groups in order to meet the needs of children and their families.

The Cheshire East Local Offer is available from: <http://www.cheshireeast.gov.uk/livewell/livewell.aspx>

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

- The first point of contact is the class teacher.
- If required, an appointment can be made through the Academy office with the Academy SENDCo.

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

- The SENDCo Lead is Miss L Hetherington who can be contacted via the Academy office.

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

- The Academy Director Governor have responsibility for ensuring the quality of provision across the Academy and Nursery.
- There are regular meetings between the SEND Director Governor and SEND Lead.
- The SEND Director Governor is Mrs J Singleton.

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

- Pupil Voice is valued in our Academy.
- The Children's Council carry out Pupil Voice surveys.
- Children are encouraged to attend parent/carers evenings.
- The child's thoughts are shared when writing Special Educational Needs (SEN) Support Plans
- The Academy records the child's thoughts before an annual review.
- The child is invited to come into the Annual Review meeting so they can share their views.



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Working Together & Roles

- When a child is unable to communicate their thoughts and ideas, these are communicated and written in the third person.

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

- Parents/carers are encouraged to take an active role in the Academy Haslington Primary Academy and Nursery.
- Parents/carers may volunteer to help in school e.g. hearing children read, supporting curriculum workshops
- Parent Director Governor sit on the Board of Director Governor and when their term of office expires, details of how to stand are advertised.
- Joining Friends of Haslington School (FOHS), the Academy and Nursery's Parent and Teacher Association.
- The weekly newsletter and class Dojo keep parents/carers in touch with events in school alongside the Academy's website.
- Class meetings detail how parents/carers can support their child's learning.

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

- The Academy Haslington Primary Academy and Nursery, led by the SENDCo Lead, provides support to parents/carers as required. This might involve supporting and completing forms with parents/carers. If a parent/carer wishes to talk to the SENDCo Lead then an appointment should be made with the office.
- The Academy and Nursery will signpost to organisations, such as parents/carers or support groups. This may be shared in a number of ways throughout the school year via the Academy newsletter, class dojo and the school website.
- The Academy and Nursery will signpost parents/carers to the LA Local offer as an information point for information and guidance.



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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 Academy and Nursery, we seek to ensure that all children regardless of need are able to attend enrichment opportunities such as after school clubs and Academy visits.
- The Academy and Nursery works creatively and flexibly to make relevant adaptations to enable children with SEND to attend. This may include a more personalised approach and extra named support for different activities outside the classroom.
- There is a wide range of out of school clubs and activities which can change from time to time across the school year, all of which are available to every child regardless of need.
- For those children whose very high levels of need mean that the standard out of school activities on offer are inappropriate, the Academy seeks to liaise with families about suitable alternatives (for example a day visit in place of an overnight residential).
- Risk assessments are carried out for all off site activities and residential visits, to ensure that everybody's health and safety will not be compromised.
- If a child needs extra support to ensure his or her safety and well-being, an individual risk assessment is completed.
- If in the unlikely event that it is considered unsafe for a child to take part in an activity in school or out of school then alternative activities for the child will be organised.

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)



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Inclusion & Accessibility

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

Details (if required)

Not Applicable

The Academy's Accessibility policy adheres to the Children and Families Act 2014 and can be found via the Academy website at

<https://www.haslington.cheshire.sch.uk/policies/>

Our practice and policy adheres to the Equality Act 2010.

- Children with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing additional adult support for sport sessions.
- Where required, the Academy Haslington Primary Academy and Nursery, seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.
- The Academy and Nursery, aims to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person and by phone.
- Where translation is needed to support parents/carers understanding of English, the Academy Haslington Primary Academy and Nursery, will endeavour to support this through the use of translation services, where possible.



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Transition

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

- For information about entry please telephone the Academy office on 01270 581327 or email the main Academy office (admin@haslington.cheshire.sch.uk) who will discuss the entry process with you.
- Please refer to our admissions policy at <https://www.haslington.cheshire.sch.uk/policies/>
- The Academy Haslington Primary Academy and Nursery complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled children. Where the Academy school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the Academy and Nursery 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 children.

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

- The Academy Haslington Primary Academy and Nursery offers a range of transition visits for new children.
- Families of children with SEND are encouraged to arrange a separate visit with the Academy's SENDCo Lead and class teacher so that information which specifically relates to the child's requirements can be shared. This can be arranged by emailing the Academy office (admin@haslington.cheshire.sch.uk) or telephoning the Academy office on 01270 581327

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 time can be a difficult time for both the child and family.

Entry

- Prior to entry to the Academy and Nursery, it is usual for families of children with SEND to visit for an informal tour of the Academy and Nursery. For children who will be able to access mainstream learning opportunities, information from this meeting will be shared with the appropriate staff. During the meeting staff will discuss your child's needs and plan together how best to meet your child's needs and make the transition successful.
- Children starting in the Early Years Foundation Stage (EYFS) will be visited in their current setting and a visit to the child's home will take place.



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Transition

- For those children with a higher level of need, if it is agreed at this point that the Academy and Nursery is able to meet the child's needs, a multi-agency Action for Inclusion meeting will be held. This meeting is an opportunity for families and professionals to share information about the child and actions are set to ensure the child is appropriately included. The action plan is then reviewed prior to entry or shortly after. Prior to entry to school, a range of transition measures are in place. This is personalised to meet the needs of the child but may include visits to the child's current setting, extra visits put in place a transition pack containing photos etc. in partnership with parents/carers and any other agencies sharing information to ensure that the child's needs are identified and met during transition.

Transition to new settings

- If your child is moving to another school and nursery staff will endeavour to contact the new school's SENDCo Lead and share information about any special arrangements which have been put in place to support your child's learning and inclusion.
- All records about your child will be transferred as soon as possible.
- Additional visits to the new setting may be encouraged.

Transition to Year 7

- High school staff will visit the Academy to share information with our Year 6 staff. Where possible the high school SENDCo Lead will be involved with any Annual Reviews in Year 6.
- Extra transition visits may be arranged in consultation with your child, both schools and parents/carers.
- Staff will meet with you and anyone else who can help prepare and support your child's move to high school.
- The Academy aims to work in partnership with parents/carers and any other agencies (for example, the Cheshire East Autism Team) to ensure that your child's needs are identified and transition between schools is successful.
- All records about your child will be transferred as soon as possible.
- The Academy can advise parents/carers and families when making decision about secondary provision relating to local specialist settings.



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Additional Information

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

Please look at Cheshire East's Local Offer for further information about the support services available to help you and your family :

<http://www.cheshireeast.gov.uk/livewell/livewell.aspx>

The Cheshire East Information Advice and Support are signposted to offer further support:

<http://ceias.cheshireeast.gov.uk/home.aspx>

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

This Academy's Haslington Primary Academy and Nursery's information report was updated March 2022. It will be reviewed in March 2023.

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

The Cheshire East Local Offer can be found at <http://www.cheshireeast.gov.uk/livewell/livewell.aspx>

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

- If a parent/carer is unhappy with the provision that has been made for their child then you should initially approach the class teacher, key worker or the Academy's SENDCo Lead so that worries and concerns can be addressed promptly.
- If this does not resolve the problem then parent/carers should speak to the Principal.



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Additional Information

- However, if after discussing the concerns with these people, parent/carers remain unhappy with any aspect of the Academy's Haslington Primary Academy and Nursery's performance the complaints procedure can be accessed through the website <https://www.haslington.cheshire.sch.uk/>