



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

Acton CE Primary Academy 2020-2021



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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Acton CE Primary Academy 2020-2021

Name of Setting	Acton CE Primary Academy
Type of Setting	Mainstream Academy
Specific Age range	4-11
Number of places	175
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).



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

Acton CE Primary Academy 2020-2021

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

Identification
<p>How will you know if my child or young person needs extra help? (<i>IRR</i>)</p> <p>Early identification of specific needs and difficulties is central to our Trust ethos and is addressed through close co-production with children, parents and professionals.</p> <p>Initial concerns can arise in a number of ways, including via parental concerns, staff observations or concerns raised by other professionals e.g. from the Early Years team / paediatricians. When a concern is raised, the Trust Special Educational Needs Coordinator ("SENCO") will become involved and might, if necessary, approach other professionals for specific support e.g. speech therapy.</p> <p>To address the early identification of need or specific concerns, we have a range of different ways to share and collate information and to commence support. These include:</p> <ul style="list-style-type: none">○ When considering additional needs, we consider the whole child and will look at the child's learning, social, emotional and mental health, general well-being, independence and engagement, and preparation for adulthood.○ 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.○ Swift informal discussions with children, parents, teacher and SENCO where initial concerns are raised.○ This includes, talking to the pupil and listening if they say they need extra help or have worries.○ And, talking to parents and listening to their concerns or worries.○ When a concern is raised, it might be appropriate for the Trust SENCO to liaise with other professionals such as speech therapists, paediatrics or school nurse.○ If the child has recently transferred to one of our academies, we will talk to any previous school or any prior education setting the pupil may have been at.



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

Acton CE Primary Academy 2020-2021

Identification

Staff across our Trust receive regular tailored training to foster early identification of need as well as specific training via professionals e.g. attachment / social communication support.

In the SENCO's capacity across The Trust, her extended role provides time for specific pupil observations / assessments / wider 'SEND' based 'Wanders' and flexible times to speak with and meet parents.

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:

- Initially raise your concern with your child's class teacher; you can write a note in your child's communication diary, speak with them before or after school, or else call the school office so the teacher can make contact with you.
- If the class teacher feels more specific support is required, then they will refer to the Trust Special Educational Needs Coordinator (SENCO) who will then arrange to discuss concerns further with the child, parents and staff / professionals involved.
- Discussions will help identify any specific needs for the child and from this, provision to then help the child overcome potential barriers; as each child is an individual, support will differ from child to child, relevant to their likes, dislikes, what works and does not work for them.
- If relevant, the SENCO might discuss the involvement of other professionals with you.

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

- Please visit our school website <https://www.acton-rllat.co.uk/>
- Under the 'Information tab,' or using the specific link <https://www.acton-rllat.co.uk/information/special-educational-needs.html>, you will find the school's SEN policy and other relevant information.
- SEND based 'News' items are posted here on the website too.



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

Acton CE Primary Academy 2020-2021

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, alongside a curriculum based around 'real life learning.'
- Our teaching staff are trained in the use of Kagan Co-operative Learning and Growth Mindset techniques which place collaborative learning and independent engagement at the heart of teaching and learning.
- In addition to quality first teaching, if your child (after barriers have been identified) is added to the SEN ("Special Educational Needs") Record, then a Support Plan will be co-produced between the child, parents, teacher and SENCO, and will outline the appropriate support to be provided.
- Support Plans help to further advise the teacher in ensuring a fully inclusive environment, addressing specific teacher-based provisions that can take place.
- Pupils on this register also have access to targeted 'enhancement' support which will be detailed on individual Support Plans.
- All 'enhancement' intervention is based on proven, high impact programmes, and we aim to do 'little and often' i.e. daily support as much as we can.
- Enhancement support might include:
 - For 'Cognition and Learning' support: Read Write Inc Catch Up, Precision Teaching, modified Reading Recovery techniques (e.g. oral to written), Paired Reading, Nessy, IDL, Inference, 123 Maths or Spelling Shed. Some of these programmes are available to support the children at home too.
 - For 'Communication and Interaction' support: specific social supports e.g. social stories and comic strip conversations, speech and language care plans, Eklan, Stay with, Play with, Talk to, Explain, Predict & Imagine, Think about It.
 - For 'Social, Emotional and Mental Health' support: Art Therapy, Resilient Classrooms, Cool Connections, Boxall Profile based personalised support, Friendship Terrace
- We look forward to two of our staff being training as ELSAs (Emotional Literacy Support Assistants) over 2020-21; this was put back due to COVID-19; already staff across our schools are trained on Emotion Coaching techniques.
- For 'Sensory and Physical' support: we provide sensory breaks and resources, follow physio or Occupational Therapy plans and work with known professionals e.g. specialist Occupational Therapists
- The school works proactively with professionals to ensure specialist support and advice is sought as appropriate.



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

Acton CE Primary Academy 2020-2021

Teaching, Learning and Support

- Any specialist advice is included in the child's SEN Support Plan, or EHCP ("Education, Health and Care Plan") Implementation Plan.
- We adapt learning across the curriculum to meet individual needs and support for each child, at any one time, is different than that of others. Sometimes a pupil will need a very personalised approach to learning across the school day and in such cases, specific staff are experienced at following dual-style curriculums to marry the general school curriculum alongside a personalised 'preparation for adulthood' agenda.

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

- Adapting the curriculum through differentiation of work is the responsibility of the classroom teacher through high quality first teaching.
- Teachers know their children well and for those children identified as First Concerns, SEN Support or in receipt of and EHCP, teachers know individual's strengths and areas of need well and communicate with them both informally and through person-centred reviews to ensure they know what works well, and doesn't work well, for each child
- The level and type of support differs from child to child; some children benefit from use of iPad's to record their work in differing ways, or use of text programmes such as Clicker. Other children might be supported by visual prompts such as time trackers, visual timetables or Now and Next boards to help structure their learning.
- In many cases, we seek professional advice from other agencies, such as Speech Therapists, Occupational Therapists, Educational Psychologists and the Cheshire East Autism Team to help us match the curriculum and learning environment to a pupil's needs.
- The school uses Target Tracker to monitor and assess children's learning; increasingly, sequences of videos and photographs of the children and their work highlight starting points, progress and achievement points for them through individual learning journeys.
- The SENCO monitors the progress and attainment of pupils on the SEN Record, alongside the Head of School and their class teacher, at least termly.

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 Directors.
- The Executive Head Teacher and SENCO strategically manage the SEND budget. The budget and its allocation are regularly reviewed over the year to meet any changes in pupils needs or resources available.



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

Acton CE Primary Academy 2020-2021

Teaching, Learning and Support

- A proportion of the SEND budget is used to support class-based provision and the SENCO and Senior Leadership Team ensure that quality first teaching uses available provision, guidance and support for learners with SEND.
- It is expected that teachers effectively manage physical resources to support individual children e.g. sloping boards, coloured overlays, pencil grips, timers and IT programmes e.g. Widgeit / IDL.
- A proportion of the budget is allocated to enhancement provision additional to that of classroom support, including Read Write Inc Catch Up, ELSA, emotion coaching and other high-quality intervention programmes.
- In some circumstances, additional support is required through specialist personnel e.g. therapists.
- The Trust follows the Cheshire East guidelines in applying for additional funding e.g. via Needs Assessment Requests or Early Years Grants. Funding is matched to the provision required for the individual to reach their best academic and wider potential.

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 child is identified as requiring additional support, their outcomes and provision will be coproduced between the child, their parents and the school team. The school staff will share with the child and family the support / provision that can be implemented each cycle for the child.
- On occasions, this might involve other professionals e.g. speech therapists or educational psychologists, SEN or Early Years team.
- 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, or indeed other professionals e.g. CEIAS (Cheshire East Information, Advice and Support Team).
- 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 Request with a view to acquiring an Education Health and Care Plan ("EHCP"). During the Needs Assessment Request, the school, working alongside the family, will provide information to the Local Authority who will then determine the exact extent of the child's needs and provide appropriate top up funding if these needs require more than 12 hours of specified support.



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

Acton CE Primary Academy 2020-2021

Teaching, Learning and Support

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

- The wider Trust offers a range of facilities and resources to children. The needs of children can alter day by day, and as such it is the role of the class teacher, in conjunction with the SENCO, to ensure that up to date and relevant resources are available to meet the needs of each child.
- The SENCO also has a central bank of resources available to staff as required.
- 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 pupil, parent 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.
- Some specialist equipment can be secured on loan from specialist agencies and across the Real Life Learning Trust 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)*

- Our school sets high expectations of accelerated progress on all learners alongside securing their emotional health and wellbeing.
- Each child's progress is continually monitored by the class teacher and it is formally reviewed by the Executive Head or Head of School and SENCO three times a year including via formal Pupil Progress Meetings.
- 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.
- Where individual children's needs are more complex, then staff might have daily contact with the family to ensure consistent support.
- 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 these reviews, the child, their parents and the school staff who are involved review the impact of the child's Support Plan and use collaborative discussion to plan next steps.



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

Acton CE Primary Academy 2020-2021

Teaching, Learning and Support

- 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, phone call or email.
- 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.
- We have a Pupil voice (School Council) which meets regularly, and the SENCO holds regular 'Pupil Chatter' sessions with different groups of children.
- Individual SEN & EHCP Support Plans are based on what the pupil, parents and school collectively feel is important for the child in their next cycle of support.
- 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.
- SEN & EHCP 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.



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

Acton CE Primary Academy 2020-2021

Teaching, Learning and Support

- 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)*

- The class teacher is responsible for monitoring the day to day progress of a child against desired outcomes and in ensuring the effectiveness of support and enhancement intervention.
- We encourage a person-centred approach for pupils with SEND in all aspects of work and liaison. This includes in the evaluation of support.
- In evaluating any provision, the SENCo will take account of the views of (as relevant): 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.
- In line with the above, enhancement interventions can be assessed both on 'hard' and 'soft' data and information.
- 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.
- 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 Director maintains an overview of the schools provision through meetings with the SENCO.
- The SENCO reports annually to the Board of Directors and contributes termly to Academy Committee Meetings held by individual Academy Heads of School.



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

Acton CE Primary Academy 2020-2021

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 and take the safety and well-being of our pupils very seriously.
- We aim to ensure that every child in our school feels safe and secure and knows that they are looked after both by their peers and adults in school.
- The above is discussed with children in SENCO 'Pupil Chatter' sessions as well as through informal and ongoing communication between staff and pupils.
- Information about pupils with SEND is appropriately shared with key adults in the school to ensure that staff know how to keep individuals safe.
- Some pupils need a more personalised approach and need extra support at different times of the day. These children might be designated a key member of staff to ensure they are safe at individual 'pinch points' across the school day. This may include, for example, 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.
- Staff know children well and take the time to build strong and supportive relationships with them
- We are a KIVA school and have staff trained in 'emotion coaching' to help support children's emotional well-being in a proven and consistent way.
- We look forward to training staff as ELSA's (Emotional Literacy Support Assistants) over 2020-21, a programme which was backdated due to COVID-19.



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

Acton CE Primary Academy 2020-2021

Keeping Students Safe and Supporting Their Wellbeing

- Enhancement intervention is available to support specific social, emotional and mental health concerns e.g. based on Boxall profile
- School works closely with outside agencies to promote and highlight support available e.g. NSPCC / Emotionally Healthy Schools / My Mind
- The school has a Well-Being Lead who develops whole school approaches to positive mental and physical health.
- The school has a service level agreement with Educational Welfare Management who is able to support individual cases where pupil well-being might negatively affect school attendance.
- The school uses Kagan Cooperative Learning which is focused on increasing pupil engagement and interaction, thus supporting social skills and relationships
- Support Plans detail specific well-being support for pupils with specific needs.
- 'Preparation for Adulthood' remains at the forefront of SEN based support; this assists staff in focusing and personalising individual support, promoting a focus on longer term, real life outcomes – thus focusing on long term well-being. 'Preparation for adulthood' outcome areas include: employment, independent living, community inclusion and health.
- 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.
- 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.
- As per the school policy, if medication is prescribed by the Doctor you will need to fill in the relevant request form at Reception and medication will then be provided by a member of staff in line with the school policy.
- If your child has a longer-term medical condition, or requires more specific supervision, then in line with the Supporting Pupils with Medical Needs Policy, in consultation with parents and relevant professionals, an Individual Healthcare Plan will be written.
- This might, for example, be required after a specific operation or procedure, for severe asthma, for epilepsy or severe allergies.
- Where specialists are involved, school will work closely with them to ensure relevant needs are met and regularly reviewed e.g. school nurse, epilepsy nurse.
- Where required, staff have yearly training on the administration of Epi pens and seek extra training needed to address any other specific needs



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

Acton CE Primary Academy 2020-2021

Keeping Students Safe and Supporting Their Wellbeing

- that a pupil may have (for example epilepsy, use of hearing aids).
- Medical updates are recorded on CPOMS and relevant staff are alerted to ensure that all staff are aware of current medical needs.
 - It is recognised that some children may require support for toileting issues; school staff will liaise with families to support any toilet training programmes followed at home.
 - We might seek the advice of the School Nurse or Continence Team with families consent if appropriate.
 - Where Intimate Care is required, the school policy will be shared with the family, and if needed, the Toileting Management Plan completed. Parents are expected to supply the school with any equipment, nappies and spare clothes etc.
 - Any medical information is treated sensitively by school staff.
 - A member of the Senior Leadership Team will be first point of contact for medical information and will co-ordinate and share information on the child with relevant agencies. They will also ensure that information is passed through as the child moves to the next year group.
 - We 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. And we recognise that pupils with SEND may experience a range of social and emotional issues.
- 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.
- We have an Emotional and Wellbeing Champion within school.
- We are a KiVa school and follow the KiVa antibullying programme.
- We offer bespoke enhancement support for individuals e.g. via Boxall Profile, emotion coaching techniques, Resilient Classrooms and Cool Connections.
- We also have a member of Trust staff trained in Art Therapy.
- Staff across our Trust are trained in Emotion Coaching techniques.
- The views of the child and family will be sought in providing any intervention or support.



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

Acton CE Primary Academy 2020-2021

Keeping Students Safe and Supporting Their Wellbeing

- Where a child needs specific emotional support, we can also offer meet and greet, buddy systems and other personalised support.
- We seek advice from other agencies such as CAMHS, Emotionally Healthy Schools, educational psychologists and Cheshire East Autism Team.

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

- We have a positive approach to supporting and developing good behaviour.
- We are a KIVA school and follow the KIVA principles when dealing with incidents of bullying.
- Our Behaviour & Discipline Policy can be found on our website. <https://www.acton-rllat.co.uk/information/policies-more.html>
- Incidents of poor behaviour and bullying are logged on our CPOMS system.
- Staff receive training in positive handling with the aim of keeping all children and staff safe across the school day.
- 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 Education Welfare Management with whom we have a service level agreement.



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

Acton CE Primary Academy 2020-2021

Working Together & Roles
What is the role of my child or young person's class teacher?
<p>The role of the class teacher is:</p> <ul style="list-style-type: none">• To have overall responsibility for children's learning and well-being.• To deliver quality first teaching and adapt it to meet individual pupils needs using the areas of strength and specific need for each child• 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 a 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.
Who else has a role in my child or young person's education?
<ul style="list-style-type: none">• The Executive Head Teacher• The Head of School• SEN Director• 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. These might be: Speech and Language Therapists, Educational Psychologist, School Nurse, Cheshire East Autism Team, Sensory Impairment Service, Occupational Therapists, Physiotherapists, Education Welfare Officers.
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



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

Acton CE Primary Academy 2020-2021

Working Together & Roles

all relevant staff who come into contact with that child?

- The school uses a shared portal (GSuite), SIMS and CPOMS to securely record all information about pupils SEND and medical needs which can be accessed by relevant members of staff.
- The SENCO, Head of School, or other member of staff will alert relevant staff to updated information via CPOMS alerts.
- A Support Plan (SEN or EHCP) 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.
- SEN Support Plans and EHCP Implementation Plans explain the desired long term outcomes for the particular child, as well as the agreed shorter term cycles of support that will be put into place.
- All school staff working with the child have shared access to Support Plans and supporting documentation shared within the pupil cohort files and jointly accessed via GSuite for relevant staff.

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. She is also trained in emotion coaching.
- Training of all Trust staff within specific areas of SEND remains a priority on the SEND Development Plan.
- All staff receive regular training on how best to support pupils with SEND; this is facilitated both in house and by relevant providers / agencies.
- Some 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 Inc; Singapore Maths; Resilient Classrooms and Cool Connections; Social Stories; Attachment training; modified Reading Recovery techniques; Emotion Coaching, Speech and Language programmes; Sensory Processing training; EKLAN.
- The Trust has available to it a full range of diagnostic SEND based assessments e.g. LASS / RAPID / Wellcomm / Sandwell / YARC / BPBV



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

Acton CE Primary Academy 2020-2021

Working Together & Roles

- The school has links with independent Speech and Language Therapists and Occupational Therapists, as well as service agreements with Education Welfare Management.

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
- School Nurse and the Continence Service
- Speech and Language Therapy Services
- Community Paediatrician and other relevant specialist medical consultants
- GPs
- Occupational health (NHS & independent)
- Physiotherapy
- Education Welfare Service
- Epilepsy Nurse
- Social Care (Social Workers and Family Support Workers)



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

Acton CE Primary Academy 2020-2021

Working Together & Roles	
<ul style="list-style-type: none">• CEIAS (Cheshire East Information, Advice and Support Team)	
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.• If required, the class teacher will refer to the Trust SENCO who will, in turn, discuss with the child, families and agencies to support as required.• For direct contact with 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 email on senco@actonceprimary.net	
What roles do your Directors have? And what does the SEN Director do?	
<ul style="list-style-type: none">• The school Directors have responsibility for ensuring the quality of provision across the school. There is a designated director for SEND, and there are regular meetings between the SEND director and SENCO, to ensure that all pupils including those with a special need or who are looked after make progress.• Our SEND Director is Dave Shaw.	
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. It is fundamental to our ethos around supporting pupils with SEND.	



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

Acton CE Primary Academy 2020-2021

Working Together & Roles

- 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. The SENCO completes these specifically to gain pupil voice from pupils with SEND across our Trust.
- Support staff work closely with pupils ensuring that children have the chance to regularly discuss their views and support. Pupils thoughts and view are used to evaluate enhancement provision in addition to any 'hard' data.
- Prior to any person-centred review, person centred labels are completed with the child, either in home, school, or both, and form the basis of initial discussions in termly review meetings.
- Pupil and parents views are formally collected by the SENCO prior to any EHCP Annual or Interim Review.
- Children are encouraged and expected to attend review meetings, even if in specific cases, this is just at the start of a meeting to share their 'person centred labels' and any learning journey work / celebrations.

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 (FOAS)
- Being a 'Parent helper' in school or as a volunteer reader.
- Being a member of Parent Council.
- To attend workshops in school e.g. Read Write Inc / Website
- Helping on trips.
- The school website keeps parents in touch with events in school.
- The SENCO posts SEN based news items on the SEN page of the school websites.
- 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)*



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

Acton CE Primary Academy 2020-2021

Working Together & Roles

- 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.
- The SENCO and school office are happy to support in completing any paperwork that might be relevant to families
- 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 School Nurse, or VISYON 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



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

Acton CE Primary Academy 2020-2021

Inclusion & Accessibility

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

- Enrichment activities are widely available to all children, for example choir performances, sporting events, swimming, dance shows and art competitions.
- 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



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

Acton CE Primary Academy 2020-2021

Inclusion & Accessibility

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.

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

Details (if required)

Not applicable

The school's accessibility plan can be found on the school's 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.



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

Acton CE Primary Academy 2020-2021

Transition
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 school office on 01270 685131 or via email to admin@acton.cheshire.sch.uk to discuss 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.• We also offer a range of open days, transition visits and meetings for Reception starters.
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">○ Meet with parents, Head of School and SENCO where a child has SEN to ensure key information is shared.○ We will discuss your child's needs and plan together to make the transition to school successful.○ We will liaise with the early years or previous school settings to ensure that any previous information or paperwork is transferred.○ Where appropriate transition sessions might be planned prior to starting at school.○ For higher level of needs, we might work to a Transition Plan to personalise the level of transition and provision required.



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

Acton CE Primary Academy 2020-2021

Transition
<ul style="list-style-type: none">○ 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 Reception parents and hold new starter sessions for pupils.
Additional Information
What other support services are there who might help me and my family? (IRR)
<p>The Trust SENCO is Anna Pike senco@actonceprimary.net</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?
<p>This report is updated annually and was last updated September 2020</p>
Where can I find the Cheshire East Local Offer? (IRR)
<p>Cheshire East Local Offer can be found at: <u>https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx</u></p>
What can I do if I am not happy with a decision or what is happening? (IRR)



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

Acton CE Primary Academy 2020-2021

Additional Information

The class teacher is the first point of contact for families.

If the class teacher is unable to help, then a member of the Senior Leadership Team can be contacted, e.g. Head of School, SENCO.

If this does not resolve the problem our Complaints Policy can be found on our website <https://www.acton-rllat.co.uk/information/policies-more.html>.