

# 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.



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

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<b>Name of Setting</b>	Pear Tree Primary School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 100px; height: 15px;" type="text"/>
<b>Specific Age range</b>	4- 11
<b>Number of places</b>	210
<b>Which types of special educational need do you cater for? <i>(IRR)</i></b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid #ccc; height: 150px; 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)*

As a school team we use our wide range of experience to help us identify those pupils who may need extra help. We consider the whole child and will look at a child's learning, social and emotional well-being and any changes in their behaviour. We receive comprehensive staff training to ensure that all the children reach their full potential through early identification and high quality intervention.

To make sure we identify those pupils as soon as possible, we have different ways of sharing information and concerns. These include:

- Regular informal/formal discussions with the Class Teacher, SENCO and Head Teacher about pupil's progress in each class, during which we identify any pupils who are not making expected progress.
- Regular progress meetings with the Head Teacher which result in specific actions for all children to ensure they are achieving the best they can.
- As a staff, we share any concerns about progress or concerns about a pupil's general well-being.
- Talking to parents and listening to their concerns or worries.
- Talking to the pupil and listening if they say they need extra help or have worries.
- Liaison with any other professionals such as health professionals.
- Talking to any previous school or any prior education setting the pupil may have

After identification, these would be our first steps:

- A record of these discussions will be kept in a First Concerns discussion record. The pupil's progress will be tracked and reviewed.
- If further support is needed, actions will be planned and desired outcomes will be recorded in a First Concerns Profile.

Early interventions may include:

- ELSA
- Targeted maths support
- Targeted reading support
- Precision teaching

Interventions are closely monitored by the class teacher, SENCO and head teacher. We use the [SEN toolkit](#) and [Graduated response](#) to guide our practise and support children in their next steps.



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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:

- Speak to the class teacher and make an appointment to speak to him or her after school.
- The class teacher may invite the Special Educational Needs Coordinator (SENCO) along to listen to your concerns and help plan next steps where it is needed.
- You can contact the SENCO directly by emailing [dswallow@peartreeprimary.co.uk](mailto:dswallow@peartreeprimary.co.uk) or ring the school office 01270 906120

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

Please visit our school website for all our [policies](#).  
Follow this link to go directly to our [SEND page](#).



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### Teaching, Learning and Support

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

The school teaches pupils with SEND in accordance with the [Cheshire East area Local Offer](#). We use the [SEND Toolkit](#) to support us in providing the best possible outcomes for pupils with SEND.

- We are an inclusive school and aim to provide a learning environment, which will meet a wide range of different needs.
- In the school we have a wide range of expertise and skills, which support the teaching, learning and support for pupils with SEND across the school day.
- We adapt learning across the curriculum to meet individual needs. Sometimes a pupil will need a personalised approach to learning across the school day; other pupils will need learning differentiated to meet their particular needs whilst still providing challenge.
- Planning for SEND pupils is done by the individual class teachers with the support of the SENCO and includes quality first teaching.
- A 'SEN Support Plan' is developed collaboratively with the child, parents and school staff and identifies a pupils strengths, barriers to learning and inclusion, aspirational outcomes, short term SMART targets and strategies to achieve these outcomes.
- At this point, the children will be added to the SEND Register.
- Parents are invited to meet with the class teacher and SENCO three times a year at Star Day to discuss provision, impact and plan next steps. This is called a 'SEN Support' meeting.
- Additional adults or key people are used flexibly across the school and may be in a class to support an individual or groups of pupils, or may be supporting pupils during playtimes and lunchtimes. Our aim is to develop the pupil's independence across all areas of learning and the school day.
- If parents or school feel that pupils need further support then a Needs Assessment can be put in. Depending on the outcome of the Needs Assessment pupils may receive an Education Health and Care Plan (EHCP).
- If a child has an EHCP an implementation plan will be put in place. This identifies a pupils strengths, barriers to learning and inclusion, aspirational outcomes, short term SMART targets and strategies to achieve these outcomes. Parents will be invited to meet three times a year to discuss provision, impact and next steps. One of these meetings will be an annual review to review the EHCP and make sure the short term outcomes, long term outcomes and information are relevant and accurate.
- We have the support and advice of a Lead SENCO who is experienced in working with pupils with a wide range of SEND.

Interventions and extra support could include:

- Pre learning/overlearning
- ELSA
- Cool Connections
- Lego therapy



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### Teaching, Learning and Support

- Nurture
- Reading support programs
- Specialist programs to support pupils with dyslexia
- Personalized math provision
- Precision teaching
- Small group work
- Use of technology

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

As an inclusive school we all work within the school curriculum and we adapt the learning environment to ensure all pupils can access their learning at an appropriate level. This may mean that learning and the school environment is differentiated or personalised to meet specific needs, and/or it may mean that specialist equipment or adaptations are put in place, or that the learning is differentiated to account for individual specific needs. Reasonable adjustments where needed are made to support pupils in exams.

All teachers at Pear Tree are teachers of SEND. All use Quality First Teaching Strategies which include:

- Differentiated and scaffolded curriculum with specific planned activities,
- modelling,
- clear, consistent boundaries,
- pencil grips,
- writing slopes,
- workstations,
- visual timetable/visual support symbols in class and on lanyards,
- now, next support,
- reward systems,
- writing frames,
- word banks,
- emotions chart,
- worry box,



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### Teaching, Learning and Support

- talk partners/peer support,
- circle time,
- number lines,
- alphabet strips,
- phonics display,
- working walls,
- personal dictionaries,
- positive language and meaningful praise,
- 100 squares,
- calm/safe space,
- timers,
- social stories,
- wobble cushions,
- fiddle toys,
- coloured overlays
- Reading supports.

Individual pupils' progress is tracked and monitored using Educater, Interventions are tracked using Provision Mapping; these are reviewed on a termly basis by the Head Teacher and SENCO to ensure that interventions are effective, fit for purpose and value for money.

We seek professional advice from external agencies to ensure the best provision and outcomes for our pupils. This will help us to match the curriculum and learning environments to meet the pupil's needs. External agencies could include:

- Cheshire East Autism Team,
- Educational Psychologist,
- Occupational therapists,
- Sensory Occupational therapists,
- Specialist teachers (hearing and vision)
- Child and Adult Mental Health Services



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### Teaching, Learning and Support

Each child with an EHC Plan has a personalised day where needed to enable them to access the full curriculum. They may be tracked using small steps of progress measure such as PIVATS.

Pupils who are on the ASD pathway or have a diagnosis will be supported using the Autism Progression Framework to enable them to work on targets specific to needs as well preparing them for adulthood and life skills.

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

- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors.
- The Head Teacher and the SENCO regularly review the special educational needs across the school and make changes if they are needed.
- Resources for pupils with special needs are, as far as possible, met from the school budget.
- The resources are allocated on a needs basis. Resources may be specialist equipment, additional adult support or outside agency support.
- Some pupils' needs may be very complex and they may need a key person at times across the school day.
- The Head Teacher and SENCO strategically manage the SEND budget. The budget and its allocation are regularly reviewed over the year to meet any changes in pupils' needs or resources available.
- Where a pupil's needs are more complex and it is felt that additional funding is needed to meet his or her needs this will be discussed with parents at the regular review meetings and consideration will be given to making an application for an Education Health and Care plan needs assessment. If parents agree then the school will work in partnership with parents to apply to the local authority for extra funding

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

- When a pupil is first identified as requiring significant additional support, parents will be invited to meet with the class teacher and SENCO.
- During the meeting the desired outcomes for the pupil will be discussed and how these will be achieved will be agreed.
- Parents are actively involved in their child's plan. Parent views are updated three times a year and these are reflected on in writing and reviewing targets and support on the plan.
- These will be shared with the pupil and his or her views will be included in the decision.
- The school has a wide range of expertise and understanding about the type of support a pupil may need; if pupils need extra support to achieve the agreed outcomes then outside expert help will be sought – for example the Cheshire East Autism Team or Educational Psychologist.
- All resources, training and support are reviewed regularly and changes made as needed.
- At all times we follow the [SEN toolkit](#) and [SEND code of practise](#).

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





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### Teaching, Learning and Support

- 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 and scribes for exams.
- Where specialist equipment or facilities are required that the school does not already have, then the school will review the equipment or facilities needed with the parent, pupil and any specialist agency, such as a teacher of the deaf or occupational therapist. This may then be met by the school budget or may form part of the provision within an Education, Health and Care (EHC) Plan, for example specialist hearing aids for a deaf pupil.
- Some specialist equipment can be secured on loan from specialist agencies.

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

- Your child's progress is continually monitored by the class teacher and it is formally reviewed by the Head teacher and SENCO three times a year.
- The SENCO continually monitors the progress and support for pupils with special needs and if she is concerned about any aspect of your child's progress, she will contact you to discuss it.
- There are assessments which are statutory and you will receive these at the required time, for example: EYFS (Early Years Foundation Stage) baseline and statutory assessment results.
- Pupils with SEND will have 3 Parents evenings each year (Star Day), linked to the school cycle of parents' evenings. They will be invited to meet the class teacher and SENCO to review progress and plan next steps.
- Pupils with a statement or an Education Health and Care plan will have a formal Annual Review each year.
- If you are worried or have any concerns between meetings, then you are encouraged to speak to the class teacher or make an appointment to speak to the SENCO.
- If the teacher or SENCO has any concerns or worries during the year then they will contact you either by email, in person or by phone call.
- Some pupils and their parents benefit at times from a home school contact book.
- 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 Home School Diaries in each year group (R- Year 6) which is a valuable tool for dialogue.
- Each week parents receive a class letter briefly summarising the following week's activities and learning focus.
- Home learning is set weekly and is differentiated to meet the needs of individual pupils.
- Parents are signposted through training available through [Cheshire East Local Offer](#) and [Parent Partnership](#) are signposted to offer further support



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### Teaching, Learning and Support

- Information for parents can be given in a variety of different ways to support pupils from all backgrounds. For example, written, verbal, with more visual prompts, printed, emailed. Where translation is needed to support parents understanding of English, we will endeavour to support this through use of translation services.

### 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 the active participation of pupils in all aspects of their learning.
- Through our marking policy we identify areas of progress and areas that need further development. The pupils are given time to read, reflect and respond to the comments in their purple polisher.
- Across the year we talk individually to all pupils about their learning and plan next steps with them.
- Where a SEN Support Plan is in place, the pupil voice will be included and will help school and parents when planning the learning outcomes for the child.
- For those children with an EHCP at the Annual Review process, the pupil's ideas and thoughts about the year are reported. The pupil is invited to share in part of the review meeting.
- We ask pupils about their learning and how they learn best, which is often key to reaching the learning outcomes that have been agreed.
- A pupil voice survey is carried out annually and outcomes from this are actioned.

### 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 Head Teacher and SENCO review the provision and effectiveness for SEND on a regular basis and adapt the provision as required.
- We plan the support for SEND pupils through a Provision Mapping.
- The success of interventions and support programmes are monitored closely, to ensure that they are both, effective and good value for money.
- The school works closely with cluster schools to monitor and reflect on the effectiveness of provision. We share ideas, resources and expertise.
- Close links with year group colleagues in cluster schools is used as a valuable tool to monitor and share good practice.
- The SEN Governor maintains an overview of the school's provision through meetings with the SENCO.
- The SENCO reports annually to the Governing body.
- A survey of parents' views is undertaken; opinions form the basis of planning and provision and contribute to the Strategic School Development Plan.
- We ask parents for open and honest feedback following our 'Star Day' meetings.
- We conduct a pupil survey for SEND annually and the outcomes are monitored



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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?

- We follow the national guidance for [Keeping Children Safe in Education](#).
- We follow the school's safeguarding policy this can be found on our [website](#).
- We aim to include all pupils in all aspects of the school day and the curriculum. Some pupils need a more personalised approach and need extra support at different times of the day. Please see our inclusion policy on our [website](#).
- Some children have an earlier start to school and may come to our breakfast club, likewise they may need a later start to the day – this is discussed with parents as to find the best start and finish to the day to suit their child.
- To ensure they stay safe and support their well-being we may, for example, at playtimes provide an alternative quiet space (calm club) to the playground or at lunch time provide a quieter place than the hall to eat their dinner.
- Some pupils will have more complex difficulties or medical needs and may need a named key person.
- 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. Subject risk assessments and classroom risk assessments are also carried out.
- 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?

##### Supporting well being

- Pear Tree Primary School is a nurturing environment. Our school promotes a whole school approach to the support of individuals with academic, emotional, social and behavioural differences.
- Our school is a nurturing school and all staff are part of the pastoral support system. Find more information on our [Emotionally Healthy Schools](#) section of our website.
- 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 use an Emotional Coaching approach to support children and to resolve conflicts.
- We measure pupil's well-being in a similar way to how to measure academic progress – this is done termly and as part of our assessments – these are monitored by the head teacher and SENCO and support is given to those pupils who need it.
- In Year 6 all children are assigned to a champion – this champion regularly meets with pupils to discuss any difficulties and share successes.
- Our new PSHE and SRE curriculum is an NHS supported program called My Happy Mind it is a preventative approach to support all children's mental health and well being



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### Keeping Students Safe and Supporting Their Wellbeing

#### Training and support

- Our ELSA team are on hand to support anyone who is in need of additional support regarding social, emotional and mental health.
- Our SENCO is also a mental health first aider and all staff have received training as part of Emotionally Healthy Schools.
- We also have staff trained in nurture and Lego therapy.
- All staff have been trained to support children with Attachment and Trauma difficulties.
- All staff have up to date and relevant training to support pupils with ASD including Autistic girls.
- Teaching Assistants work with groups of children to help with social, emotional and behavioural skills. This includes nurture, Lego Therapy, Social Stories, Countoons and social games. TAs have been trained to deliver interventions promoting positive mental health including Cool Connections, Resilient Classrooms and most recently ELSA.
- Pets as Therapy is used to encourage reluctant readers to read to a hearing dog.
- Forest Schools – we have a member of staff who is trained in forest school, but we also appoint a specialist who comes into school to work with the children working to promote resilience, self-esteem and team building.

#### Friendships and Bullying

- Developing friendships can be challenging and to support this we offer a range of different social skills activities, which are often personalised to meet individual needs, for example the use of circle of friends, play leaders or calm club.
- Midday Assistants receive training promoting social skills and play opportunities at lunchtime.
- We are mindful that it can be challenging for brothers and sisters of pupils with a special need 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.
- We do not tolerate bullying in our school and we follow our school [behaviour policy](#) and [Anti Bullying policy](#)
- We are also a [KIVA school](#) and any incidents reported are dealt with following KIVA procedures
- We take part in Anti – Bullying week and all children in Key Stage 2 have KIVA lessons once a fortnight.
- All children are taught social skills and scenarios through PSHE following the schools long term plan – My Happy Mind.



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### Keeping Students Safe and Supporting Their Wellbeing

- All children are taught to develop resilience and positive mental well-being through – yoga, mindfulness, sport, active lifestyles, broad and balanced curriculum, specialist days such as wheelie good day and well-being week.

Outside agencies:

- We have a strong links with the Emotionally Healthy Schools Team, Educational Psychologist support through consultation and our work with ELSA, PSCO and our school nurse.

Children who are new to school

- Children new to school are always allocated a buddy to help to induct them into school life e.g. Reception, Year 6 buddies and ‘new to school’ in class buddies.

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

- The school has an administration of medicines policy which can be accessed on the [school website](#).
- If medication is prescribed by the Doctor a request form must be completed at Reception before a member of staff is able to administer it.
- We work closely with the School Nurse and if medication needs to be taken over time in school, then after discussion with the school nurse, parents and staff, a plan is agreed and put in place.
- We have training on the administration of Epi pens and would seek any extra training needed to address any other specific needs that a pupil may have as it is required.
- We have regular staff updates on any medical conditions affecting individual pupils so that all staff are aware of their particular needs. Care plans are shared with all staff on a termly basis.
- If a pupil needs any personal care, then a Personal Care Plan will be developed with the support of parents and medical professionals, such as the continence service. Where possible the pupil’s views will also be shared. These plans are updated and regularly shared with parents and changes are made where needed.
- We review all personal hygiene/ care plans to ensure we respect a pupil’s privacy and dignity.
- We would ask parents to inform school if a pupil has time off for medical appointments and we will record this absence as ‘medical’.
- We have trained First aiders whose training is regularly updated. There is list posted of First Aiders available at the school.
- First aiders are included as part of the staff team for off-site activities

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

Pear Tree School nurtures every child to enable them to achieve beyond expectations, develop into confident individuals with a lifelong love of learning and equipped with the skills they need to thrive in a rapidly changing world.



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### Keeping Students Safe and Supporting Their Wellbeing

#### PEAR TREE SCHOOL LEAVERS WILL BE:

Caring, respectful, with good social skills underpinned with honesty and integrity,  
Imaginative individuals, thinking critically and reflectively,  
Masters of the basic skills in all areas of learning,  
Confident, independent and resilient learners for life,  
Respectful of diversity and value all communities,  
Secure in their own set of personal values and guiding principles.

#### Supporting well being

- Pear Tree Primary School is a nurturing environment. Our school promotes a whole school approach to the support of individuals with academic, emotional, social and behavioural differences.
- Our school is a nurturing school and all staff are part of the pastoral support system. Find more information on our [Emotionally Healthy Schools](#) section of our website.
- 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 use an Emotional Coaching approach to support children and to resolve conflicts.
- We measure pupil's well-being in a similar way to how to measure academic progress – this is done termly and as part of our assessments – these are monitored by the head teacher and SENCO and support is given to those pupils who need it.
- In Year 6 all children are assigned to a champion – this champion regularly meets with pupils to discuss any difficulties and share successes.

#### Training and support

- Our ELSA team are on hand to support anyone who is in need of additional support regarding social, emotional and mental health.
- Our SENCO is also a mental health first aider and all staff have received training as part of Emotionally Healthy Schools.
- We also have staff trained in nurture and Lego therapy.
- All staff have been trained to support children with Attachment difficulties.
- All staff have up to date and relevant training to support pupils with ASD including Autistic girls.



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### Keeping Students Safe and Supporting Their Wellbeing

- Teaching Assistants work with groups of children to help with social, emotional and behavioural skills. This includes nurture, Lego Therapy, Social Stories, Countoons and social games. TAs have been trained to deliver interventions promoting positive mental health including Cool Connections, Resilient Classrooms and most recently ELSA.
- Pets as Therapy is used to encourage reluctant readers to read to a hearing dog.
- Forest Schools – we have a member of staff who is trained in forest school, but we also appoint a specialist who comes into school to work with the children working to promote resilience, self-esteem and team building.

Outside agencies:

- We have a strong links with the Emotionally Healthy Schools Team, CAMHS, Educational Psychologist support through consultation and our work with ELSA, PSCO and our school nurse.

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

- We have a positive approach to supporting and developing good behaviour.
- Our Behaviour Policy can be found by selecting the Policies button on the [website](#)
- We recognise that challenging behaviour is not a special educational need, but we also recognise that some SEN pupils' behaviour may need extra support and understanding. Parents are involved in identifying and discussing specific issues and an individual behaviour plan is written to identify support and set targets. All behaviour is Communication, therefore we work hard with parents, pupils and staff to understand the root causes of behaviour.
- We use Emotion Coaching as it is a powerful tool to support pupils exhibiting challenging behaviour.
- 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. Our Policy on exclusion is contained within the Behaviour Policy.
- Attendance is monitored daily. Where a pupil with special education needs has poor attendance we would seek to discuss this with the parent and where possible seek advice from the Education Welfare Officer.
- We pride ourselves on high standards of behaviour in school and there are clear rewards and sanctions in place. Incentive schemes include: class dojos, take a bow, tea from Mrs E, reading stars.



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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 adapt it to meet individual pupil's needs.
- To check progress across the year and identify where additional help or support may be needed.
- To discuss with the SENCO any extra additional help your child may need.
- To plan with any additional adults or key people the implementation of any extra support or intervention.
- To listen to specialist advice such as Cheshire East Autism Team (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?

- SEND Governor
- The Head Teacher
- The SENCO
- Class Teacher
- Key worker or a Learning Support Assistant may have a role depending on the pupil's needs at the time.
- Pupils may work with different adults throughout the day.
- Outside agencies may have a role, for example Speech and Language Therapist and Educational Psychologist, if outside agencies are required then parents will be consulted and permission obtained.

#### How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- The SENCO shares the information about a child's SEN Support Plan or EHC plan with key staff and helps plan with staff how the outcomes can be achieved.





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### Working Together & Roles

- Staff members are regularly up dated about any significant changes to provision through staff meetings and through formal and informal discussions.
- Each child with an EHC plan or who is recorded as school based SEN Support will have a SEN Support Plan or Implementation plan (EHCP) to help support and explain the child's needs, interests and strengths.
- The SEN Support Plan will be collaboratively developed with the pupil, the parents, the teacher and the SENCO and will take into account any advice given by other agencies, such as Educational Psychologist.
- SENS plans and Implementation plans are reviews with key staff and parents three times a year. If a child has an EHCP then they will have an annual review each year.

### 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:

- A SENCO, She worked under the previous long standing, experienced SENCo for two years prior to taking on the role. She will complete the National Qualification within three years of taking on the role. This academic year she is due to complete her Senior Mental Health Lead training.
- The SENCO has a mental health first aid qualification.
- All our teachers hold qualified teacher status.
- Staff receive regular training on how best to support our pupils with SEND, for example in dyslexia, autism, ADHD and speech and language.
- The school SENCO is part of the SENCO cluster group, which is well-established and meet regularly to share and build on expertise across the Partnership and in school.
- We have staff who are specialists in: Early reading, Nurture, ELSA, Lego Therapy, Forest School, KIVA, Yoga.
- This year we have staff training on the Nuffield Early language Invention
- We have received the Self Care Bronze award, ACSEED accreditation.
- Ongoing training is given to staff to enable them to keep abreast of changes and development, but also as refresher training to continue to support pupil's needs.



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### Working Together & Roles

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

Pear Tree Primary School is involved and has access to a variety of different services to support pupils with SEND. This support can take many forms such as group consultations, individual consultations, appointments, visits to school

Services include:

- SENCO cluster meetings each half term to share expertise and knowledge with local SENCOs.
- Educational Psychologists cluster meetings are held half termly.
- Cheshire East Autism Team cluster meetings are held half termly.
- Emotionally Healthy Schools Consultations.
- CAMHS link team consultations. Support and advice is sought and implemented from external agencies to ensure any barriers to success are identified and responded to.
- School Nurse
- Medical services such as the Community Paediatrician, the Continence Service, occupational health and physiotherapy.
- Speech and Language Therapy Team
- Medical Needs Team.
- Social Care
- Pets As Therapy – read to dogs
- Play therapists

We support parents by signposting to services. The Cheshire East Local Offer is available from: [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

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

- The first point of contact is the class teacher
- Or you can contact the SENCO, Debbie Swallow [dswallow@peartreeprimary.co.uk](mailto:dswallow@peartreeprimary.co.uk) or contact the school office 01270 906120

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

Debbie Swallow is SENCO at Pear Tree Primary School. She is contactable on [dswallow@peartreeprimary.co.uk](mailto:dswallow@peartreeprimary.co.uk) or by phoning the school office 01270 906120

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



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### Working Together & Roles

- The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and there are regular meetings between the SEND governor and SENCO, to ensure that all pupils including those with a special need or who are looked after make progress.
- Governors are assigned a subject area that they shadow with the subject lead. They undertake an information gathering role and offer challenge and support for the subject lead.
- They are also there to 'champion' their subject at a governor level
- There is a designated SEN Governor – they meet with the SENCo and maintain a dialogue throughout the year.
- The SEND Governor is Julie Angus.
- The safeguarding and well-being governor is Dr. Rosemary Jones
- The looked after children Governor is Dr. Rosemary Jones

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

All pupils:

- Pupil voice is very important and valued in our school.
- We have regular Pupil voice surveys
- We have River Family Captains and an eco-council
- We ask the pupil about their thoughts and feelings before each parents meeting.
- Democratic voting (either in class or as a whole school)
- Making class charters at the beginning of an academic year

Pupils with SEND

- We formally record the pupil's thoughts before each Annual Review and this forms part of the official review process through their key worker.
- Where possible we invite pupils to come into the Annual review meeting so they can share their ideas and viewpoint.
- Pupil's views and ideas are included in the SEN Support Plan. The pupils review their SEN Support Plan, with their teachers, three times a year and this helps inform the parents and teacher pupil passport review meetings.



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

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### Working Together & Roles

- Pupils with Special Educational Needs complete pupil voice three times a year – adaptations are made to their plan, do review based on their voice.
- Pupil's views can be recorded in a number of different ways depending on the need of the child.

Examples include:

- Mapping the school
- What matters Island
- Three houses
- All about me
- Using visuals and pictures
- Scales and ratings
- Written and scribed answers

### 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 School's Parent Teacher Association
- Being a 'Parent helper' in class or as a volunteer reader – COVID 19 allowing.
- Helping on trips.
- The fortnightly newsletter keeps parents in touch with events in school
- Weekly class newsletters are sent out by the children's teacher.
- Introductory Class meetings detail how parents can support their child's learning and signposts events for the year.
- 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

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### Working Together & Roles

- The school, led by the SENCO, provides support to parents as required.
- If a parent wishes to talk to the SENCO then an appointment should be made via an email to [dswallow@peartreeprimary.co.uk](mailto:dswallow@peartreeprimary.co.uk) or by telephoning the school office 01270 906120.
- The school will signpost organisations, such as [Parent Partnership](#), and will signpost the LA Local offer as an information point for information and guidance. The Cheshire East Local Offer is available at: [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)
- Both the Head teacher and SENCO will support parents with filling in forms or paper or will signpost to relevant support.
- If any of our pupils are entitled to transport to school we would liaise with parents, taxi drivers / escorts and the transport co-ordinator team on a regular basis.



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## Inclusion & Accessibility

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

Pear Tree Primary School complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

We aim to include all pupils in all aspects of the school inside and outside the classroom. Please see our inclusion, accessibility and SEND policies for more details. <http://www.peartreprimary.co.uk/page/school-policies/20748>

- Some pupils need a more personalised approach and need extra support for different activities outside the classroom.
- We carry out risk assessments for all off site activities and residential visits, to ensure that everybody’s health and safety will not be compromised.
- If we feel a pupil needs extra support to ensure his or her safety and well-being, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip or a more personalised approach to the activity or trip. Sometimes parents will attend to support their child this will be discussed as part of the risk assessment.
- If in the unlikely event that it is considered unsafe for a pupil to take part in an activity in school or out of school then we will organise alternative activities for the pupil.
- PiPs is our after school club. Parents of SEND pupils can access if they wish to as part of their before and after school child care.
- Calm club runs at lunchtime to support those pupils who need a quieter playtime.
- Due to COVID no after school clubs have run last academic year. In the past we have run a variety of clubs, which are open to all: netball, gardening, games club, baking, yoga are some example. If a pupil needs extra support then parents will be consulted and clubs can often be adapted to meet the needs of the pupils.

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

Is the building fully wheelchair accessible?

Details (if required) Yes as a modern building it is all on one level so fully accessible for any wheelchair users,

Are disabled changing and toilet facilities available?

Details (if required) We have two designated and fully equipped disabled toilet and changing facilities.



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**Inclusion & Accessibility**

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

Details (if required)

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

Details (if required)

Pear Tree Primary School complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

The school's Accessibility Plan and Policy adheres to the Children and Families Act 2014 and can be found via the school website under the policies button. Our practice is and policy adheres to the Equality Act 2010. <http://www.peartreeprimary.co.uk/page/school-policies/20748>

At all times we follow the [SEND Code of Practise](#).

We work closely with parents and outside agencies such as: Visual Impairment Specialists, Hearing Impairment Specialists, the School Nurse and Occupational Therapists to ensure that children have access to specialist equipment they made need.

All interactive whiteboards in classrooms have recently been updated to provide quality images and sound for all pupils including those with SEND. Specialist equipment such as writing slopes, kindles etc. are part of our reasonable adjustments to support pupils within our setting.

Information for parents can be given in a variety of different ways to support pupils from all backgrounds. For example, written, verbal, with more visual prompts, printed, emailed. Where translation is needed to support parents understanding of English, we will endeavour to support this through use of translation services.



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### Transition

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

- Please contact our Head Teacher via the office to make an appointment about your child joining our school.
- Please refer to our admissions policy by selecting the [Admissions](#) on the website
- The school complies fully with the Equality Act 2010 and the School Admissions Code 2014 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.
- At all times we follow the [SEND Code of Practise](#).

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

Parents are encouraged to visit the school and should ring the school office to make an appointment with the Head teacher and SENCO. During COVID virtual tours are available with the Head teacher.

#### 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 can be a difficult time for both children and the families. At Pear Tree we aim to make this transition as smooth and as effective as possible.

If your child is moving to another school we will:

- Endeavour to contact the new school's 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.

If your child is starting in EYFS (Early Years Foundation Stage)

- We would welcome contact from you when you have formally indicated us as your first choice school.

When we know your child is joining our school:

- We will visit the children in their current setting and may put in place extra visits with key workers.





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### Transition

- We will meet with you and anyone else who can help prepare and support your child's move to our school.
- We will meet to discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.
- We may decide together that we need an inclusion plan.
- We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and met during transition.
- Depending on the needs of the child we may offer extra transition days or extra visits to see pupils in a familiar setting.

#### If your child is moving to Year 7

- High School staff will visit our school to share information with our Year 6 staff. Where possible the High school SENCO will be involved in any Annual Reviews in Year 6.
- Extra visits may be arranged in consultation with your child, both schools and parents.
- We will meet with you and anyone else who can help prepare and support your child's move to the school.
- We will meet to discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.
- We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and transition between schools is successful.
- We will transfer all records about your child as soon as possible.

#### Preparing for adulthood

- At Pear Tree School we endeavour to support children to gain skills that are invaluable in preparation for adulthood. As children move through the school we support children in becoming increasingly independent offering strategies that will support children.
- We also provide breakfast club to support children in developing life skills.
- We use our ELSA practitioners to tailored sessions for pupils for example focusing on resilience and being a good communicator. Sessions focus on employability and what the children's aspirations are for the future.
- If pupils are on the ASD pathway or have a formal diagnosis we use the Autism Progression Framework to identify targets that will support pupils in skills outside of academia.



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

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<b>Transition</b>
<ul style="list-style-type: none"><li>• Similarly we can use PIVATS to support children in making small step of progress towards Communication and Interaction or Social Skills.</li></ul>

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<b>Additional Information</b>
<b>What other support services are there who might help me and my family? (IRR)</b>
Please look at <a href="#">Cheshire East's Local Offer</a> for further information about the support services available to help you and your family <a href="#">Parent Partnership</a> are signposted to offer further support
<b>When was the above information updated, and when will it be reviewed?</b>
Must be updated annually – please provide date of latest update This information was update in August 2021. It will be updated in August 2022.
<b>Where can I find the Cheshire East Local Offer? (IRR)</b>
From 1 <sup>st</sup> September 2014, the Cheshire East Local Offer can be found at <a href="http://www.cheshireeast.gov.uk/localoffer">www.cheshireeast.gov.uk/localoffer</a>
<b>What can I do if I am not happy with a decision or what is happening? (IRR)</b>
<ul style="list-style-type: none"><li>• If a parent is unhappy with the provision that we are making for their child then you should initially approach the class teacher or the school special educational needs coordinator (SENCO).</li><li>• If this does not resolve the problem then the parent should speak to the Head teacher.</li><li>• If the parent still does not feel their complaint has been dealt with then we advise that they seek advice from <a href="#">Parent Partnership</a></li><li>• Parents are advised that the school <a href="#">complaints policy</a> can be accessed through our website.</li></ul>