

# Havannah Primary School

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



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



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

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<b>Name of Setting</b>	Havannah 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 checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary      Post-16 <input type="checkbox"/> Post-18 <input 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)
<b>Specific Age range</b>	3-11
<b>Number of places</b>	
<b>Which types of special educational need do you cater for?</b> <b>(IRR)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

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



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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 October 2019). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

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

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**Identification**

**How will you know if my child or young person needs extra help? (IRR)**

Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with that child or outside agencies working directly or indirectly with that child. These concerns are based on the pupil's general wellbeing, their emotional and behavioural presentation, their progress compared to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff receive a regular programme of training to support them in their identification of SEND. Early identification is paramount to ensure that the appropriate support is put in place at the earliest opportunity.

The next step, once concerns have been raised would be to consult with any other staff working with the pupil, the pupil's parents or carers and if appropriate, the pupil themselves. This is then recorded as a 'First Concerns' and a discussion would take place which would centre on the nature of the concern, the desired outcomes for the child and what support the school may be able to provide to help the child reach those outcomes. A First Concerns profile is reviewed termly by the teacher and the parents. Depending on the complexity of the concern raised, it may be that class based support approaches may be suitable e.g. advice for the class teacher on more appropriately targeted differentiation. For some pupils, in addition to class based support approaches, an out of class intervention programme may be offered. For the more complex difficulties, external advice from more specialist outside agencies may be sought. The SENDCo keeps a register of pupils requiring additional support in order to monitor progress and plan for provision across the school.

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### Identification

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

We realise that parents are partners in the learning journey and have a wealth of knowledge to share with us. We welcome both informal and formal discussions about your child and from this growing picture we can work together in partnership to identify together if your child needs extra help.

It is with this close working relationship that both you and we as a school will be able to identify support that may be needed throughout your child's school life.

If you have concerns about any aspect of your child's education, then in the first instance you should speak to your child's class teacher. They are usually available at the beginning or end of the day, and are happy to make appointments if you require a longer discussion. The class teacher may seek the involvement from the school SENDCo and record any concerns they have. Alternatively, the school SENDCo can be contacted through email on [slater@havannah.cheshire.sch.uk](mailto:slater@havannah.cheshire.sch.uk)

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

Please visit our school website. The website provides you with all relevant school policies and documents relating to provision offered to our pupils.

<https://www.havannah.cheshire.sch.uk/>

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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 Wide Offer ([Link](#))

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of quality first teaching which is differentiated but appropriately challenging to meet the needs of all our learners. The teachers and support staff have regular opportunities to develop their professional skills and support them in differentiating learning opportunities and providing appropriate challenge for all the children in their class. Class based approaches are consistent across school and may include alternative methods for written recording, task lists, visual prompts or adapted language.

Additional adults are used across the school to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

Should specific interventions be required beyond class based approaches, then we offer a range of interventions including published support programmes including Numicon, Read Write Inc., Rapid Maths etc. and more personalised support programmes which are individually tailored to meet the needs of the child e.g., social skills groups/ nurture groups.

For those with significant or complex needs, the SENDCo may seek further advice from specialists such as Educational Psychologists, the Cheshire Autism Team, Play Therapists or the Sensory Inclusion Service. Where additional levels of more specific support are required, a personalised support package (School Support Plan SSP) is created which details the provision available to the child and is shared with parents. Parents will have the opportunity to discuss the impact of this additional support and their child's progress at termly progress reviews with the class teacher and/or SENDCo. Parents also have the

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### Teaching, Learning and Support

opportunity to contact the school SENDCo via email or in person to discuss their child's needs in more detail should they wish to do so.

[slater@havannah.cheshire.sch.uk](mailto:slater@havannah.cheshire.sch.uk)

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

All teachers take primary responsibility for meeting the needs of all learners in their class by differentiating their learning through quality first teaching. Where pupils have SEND, class teachers will be aware of the pupil's strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing difficulties, visual supports may be used to accompany auditory information. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the needs of the learners. For those learners who require a more specialist approach to differentiation, the class teacher may consult with the SENDCo to gain further advice. The school SENDCo oversees all the additional provision provided for those children with SEND, and this is monitored regularly at pupil progress meetings which take place between the teachers and SENDCo.

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

As an inclusive school we ensure that all children who have Special Educational Needs are met to the best endeavours of the school's ability with the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support which may involve individual support from specialised equipment or adult support.

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### Teaching, Learning and Support

The school is responsible for using the money effectively to meet the needs of children with SEND. We map this clearly on a termly provision map. This tracks the amount spent on each child and the impact of the interventions, whether they be small group or individually designed specific programmes of support.

However, should it be decided that despite the best endeavours of the school to support the child through quality first teaching, specific interventions and specialist advice, the child's needs are so complex, that they cannot progress and the attainment gap between themselves and their peers continues to widen, then the SENDCo would consult with the parents and the child and apply for an Education Health Care Plan. This is a collaborative assessment process which, from September 2014 replaces the Statement. It involves professionals from education, health and social care to ensure a complete package is put together to support the child and family with the child's complex needs as effectively as possible. The SEND budget is the responsibility of the Head Teacher, Governors and the SENDCo and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

### **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)**

The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Head Teacher and the SENDCo discuss all the information they have about SEN in the school, including

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making expected progress

When a child's needs are initially identified, a discussion takes place between parents, teachers and pupils. Following this



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### Teaching, Learning and Support

discussion, desired outcomes for the child will be identified with possible ways of achieving them agreed. School based staff are best placed to advise on the support they can provide to help meet the needs of the child, however, at times, it may be that despite the school's best endeavours to support the child through quality first teaching, differentiated tasks and specific interventions, more specialist advice is needed. Parents, pupils and SENDCo will be fully involved in all decisions about support and provision, and any decision to seek advice on and implement provision which is additional to and different from the majority of children.

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

The school possess a range of equipment and facilities (e.g. computer software, differentiated materials, a designated nurture room, writing slopes etc) to support children with SEND and the school SENDCo makes strategic decisions about the allocation of these resources based on the needs of the pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required e.g. Braille books, the school SENDCo liaises with the relevant external agency e.g. sensory impairment service, to seek advice on the best options for the procurement of these. Parents will be involved wherever relevant in these discussions.

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

On-going monitoring of children's progress ensures early identification of individuals who are not making expected progress on a termly basis. This is done in the form of a pupil progress meeting held between class teachers and senior leaders. At this point, should there be a concern raised, an appropriate programme of support is discussed with the class teacher and parents and implemented accordingly. In addition, for learners with SEND, we acknowledge that our provision needs to be fluid and flexible and any changes in advice or provision will be responded to and acted upon appropriately. Some children will require a higher level of SEN support in the form of a School Support Plan (SSP) to identify outcomes for the child. For those with EHCP's, a yearly review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class

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### Teaching, Learning and Support

teachers are usually available for informal discussions at the end of the day. All parents receive a termly written report on the progress of their 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)**

As a school we have an annual cycle of how we assess and evaluate the effectiveness and sufficiency of the arrangements and provision for all our policies, procedures and practice. We gain the views of all stakeholders regularly through forums, questionnaires and formal and informal discussions. We also employ the services of external School Improvement Partner and Consultants who work with us to evaluate and develop plans for improvements. We never sit on our laurels but constantly strive to improve our performance.

#### **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 school's SENDCo, along with the head teacher and other stakeholders undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes. The SENDCo completes a thorough annual review of the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND through a SEND specific SEF which feeds into the whole school SEF and SDP. Additionally, Cheshire East SEND team carry out an audit to review the effectiveness of our school SEND provision and provide strengths and areas of development.

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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?

Pupil safety is paramount. Information about pupil's with SEND is communicated to staff verbally and through sharing individual profiles about the child which include information about specific de-escalation strategies and techniques pertinent to individual children. These are updated as required and shared with whole staff at regular staff meetings. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during the transition between classes and care giver at the end of the day. Where necessary, alternative arrangements for the most 'risky' times for the day are made, e.g. providing an alternative to outside play during lunchtime. For some pupils, a more detailed 1:1 risk assessment is undertaken which is shared with parents and reviewed regularly by the class teacher and SENDCo. Some children with learning disabilities, ASC or mental health difficulties may react to situations by displaying behaviours which may be harmful to themselves and others and are at heightened risk of intervention to minimize the impact of their behaviour, on them and on other people. At Havannah Primary School, we use Positive Handling as an approach to be used for their protection and to keep children and others safe. We use positive behaviour support and other alternatives which can de-escalate challenging behaviour in the first instance. Havannah Primary School considers the duties of pupils and the additional vulnerability of SEND pupils when using reasonable force and make reasonable adjustments as necessary. Please refer to the school Positive Handling Policy.

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

We are an inclusive school and as such we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact regarding bullying or any other concerns you may have. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and

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### **Keeping Students Safe and Supporting Their Wellbeing**

Wellbeing/ Social Services, and/or the Play Therapist. If it is felt that some additional pastoral support is required for your child, then we offer a comprehensive pastoral programme which is underpinned by nurturing principles and run by a trained Emotional Literacy Support Assistant. These groups are carefully planned and continually evaluated to ensure effective packages of support are in place and cover a wide range of pastoral elements including self esteem, anger management, identity, resilience, and bullying. The impact of these interventions is then carefully tracked along with non-academic pupil progress using strengths and difficulties questionnaires. We have a range of assessment tools to support us in tracking and monitoring pupil's self-esteem and confidence e.g. PIVATS and SDQ's. Children can also access our school Therapy Dog service weekly.

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

The school has a policy regarding the administration and managing of medicines on the school site (available on request). Parents need to contact the school office and class teacher if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis the Qualified First Aiders oversee the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

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

As a school we believe the development of a child's emotional and social development is key to their enjoyment and ability to achieve to their full potential as independent learners. We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral and social care of every child in the class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Care Teams.

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### **Keeping Students Safe and Supporting Their Wellbeing**

Social skills groups are carefully planned and continually evaluated to ensure effective packages of support are in place and cover a wide range of pastoral elements including self esteem, anger management, identity, resilience, and bullying. We monitor and assess the effectiveness of these programmes which are often individually targeted at a specifically identified need. We offer an ELSA (Emotional Literacy Support Assistant) in our school. Mrs Taylor, our ELSA support, works with individuals and small groups on social skills including emotions, bereavement, anger management, self-esteem and other social and emotional difficulties. We additionally offer a counselling service weekly which can offer individual sessions for children or small groups of children working on a specific focus e.g. resilience.

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

As a school we have a very positive and inclusive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. This behaviour policy is reviewed and evaluated at regular intervals throughout the year, with the impact of it tracked carefully to ensure it is effective and responsive to the needs of the children. If a child has a specific behavioural difficulty, then in consultation with the parents and SENDCo, an individual pupil plan is written alongside the child to identify the specific issues, put relevant support in place and set targets. These strategies are monitored carefully and reviewed at regular intervals. During this review process, if it is felt that further advice is needed then outside agencies may be consulted e.g. Educational Psychologist or CAMHS. Their advice will then feed into the individualised plan devised for the child. As a result of this pro-active nature of support, our rate of exclusions is drastically reduced. Attendance of every child is monitored on a daily basis by the Office staff and lateness and absence are recorded and reported. A Nurture breakfast club is provided to encourage attendance which a targeted group of children are invited to on a needs basis.

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### Working Together & Roles

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

The class teacher has the overall responsibility for delivering quality first teaching (QFT). The impact of this ensures each child is enabled to maximise their potential through an environment of challenge and success, developing aspirations and a desire to achieve. The resources available are appropriately sourced to meet the needs and challenge all groups of learners within our setting effectively. In addition, class teachers have the responsibility to ensure effective outcomes for all children including those on SSP's and EHCP's .

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

Our named Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support (or alternative provision) is made for any child who attends the school who has SEND and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Our Head teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND and/or disabilities. She will give responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

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### Working Together & Roles

Our SEND Co-ordinator's role is to:-

- Coordinate all the support for children with special educational needs (SEND) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensure that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is receiving
  - involved in reviewing how they are progressing
  - fully involved planning ahead for them.
- Liaise with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Communicate any issues arising with SEND with the other members of the SLT to ensure a cohesive approach is maintained.
- Update the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood)
- Oversee the progression of all children on the SEND register and track and analyse the data to ensure that they are making appropriate progress according to their needs.
- Provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.
- Organise training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

A Teaching Assistant (TA) may be working alongside a child with special educational needs and/or disabilities. The class teacher and SENDCo are fully involved in structuring any support offered and make the decisions, in conjunction with the parents, on the type of support and activities.

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### **Working Together & Roles**

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

Our school is committed to working in co-operation with all agencies. We regularly call, attend and lead multi-agency meetings to ensure our children are well supported. Should it be necessary, an Early Help Assessment may be suggested to support the understanding and sharing of information about individual children. In addition, the SENDCo and teaching staff have termly pupil progress meetings which examine the progress, impact of interventions and specifically targeted support packages for all children with SEND. In addition, there is an ongoing dialogue between the relevant staff about any changes or recommendations that arise in between these meetings about individual children.

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

All our teachers hold qualified teacher status and all staff members, including TAs, receive regular training on how best to support our pupils with SEND, for example in dyslexia, autism, attachment. This ongoing training programme is logged continually and reviewed annually to ensure that it is responsive to the needs of the children and proactively targeted at areas of development in accordance with our SEF. Our Special Educational Needs/Disability Co-ordinator (SENDCo) is a qualified and experienced teacher who holds the Post Graduate Certificate in Special Educational Needs as well as receiving ongoing SEN training in specific areas.

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

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
- CAMHS (Child and Adolescent Mental Health Service)
- CEAT (Cheshire East Autism Team)



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### Working Together & Roles

- Educational Psychology
- Speech and Language Therapy
- Cheshire Play Therapy
- Health and Well-Being
- Social Services
- Child Development Centre (pre-reception intervention)
- School Nurse
- Parent Partnership
- Swans (1-1 counselling service)
- Pet Therapy Service
- ELSA
- Paediatric Occupational Therapist
- Springfield School in Crewe - the Outreach Service

We closely monitor the children's progress and if appropriate seek further advice as to how to meet the child's need more effectively if current interventions are no longer having the expected impact. The SENDCo and class teacher will discuss the possible options of seeking external advice with the parents and agree a course of action most suited to the needs of their child at that point. Any advice sought will then be implemented as suggested by the professional, and its impact tracked and fed back to the parents.

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

If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity. If after your discussion you are not happy that the concerns are being managed and feel that your child is still not making progress you

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### Working Together & Roles

should speak to the SEND co-ordinator or Head Teacher. If you are still not happy you can speak to the school SEN Governor.

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

Mrs Sophie Slater-Baynes is our designated SENDCo and Deputy Head-teacher.

She can be contacted at School on 01260 542182 or via email: [slater@havannah.cheshire.sch.uk](mailto:slater@havannah.cheshire.sch.uk)

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

A named Governor is responsible for SEND and meets regularly with our SEND Co-ordinator. Reports to the Full Governing Body are given at regular intervals throughout the year to inform them about the progress of children with SEND. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support through the whole school provision map.

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

- There is an active student council which meets regularly to listen to the children's views and respond accordingly.
- We have worry boxes throughout the school to provide a confidential outlet for children to communicate with staff if they want to.
- In addition, the children are fully integral to the assessment process and self-assessment is employed throughout the school. This feeds into the teachers planning through AFL. The marking policy ensures time is allocated for children to respond to feedback given and ask questions should they need to.
- For children who have SEND, the School Support Plan (SSP) that we use to track and monitor the children with more complex needs, includes an entire section dedicated to the child's views and they are supported as appropriate to complete these.

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### Working Together & Roles

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

Parents are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly. We hold termly SEND Open Mornings at school where parents are encouraged to attend if they wish to discuss any concerns/ ask questions to a range of different services who come along, for example, School Nurse, Specialist Difficulties teacher, Play Therapist, Cheshire East Autism Team etc. We promote questionnaires gaining parents views about the services we offer. There is also a PTA (Parent Teacher Association) who meet regularly to organise fund raising events and community projects which support the school. We also have a well-established Parent Forum who meet termly.

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

Our school staff are proficient in knowing all the necessary organisations that support and advise parents and support with any forms and procedures that are needed to access support that is available for families with any requirements.

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### Inclusion & Accessibility

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity

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### Inclusion & Accessibility

and in the case of some of our most complex children individual risk assessments will be undertaken to ensure everyone's health & safety will not be compromised. There are planned residential visits in Years 1 through to 6.

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

Is the building fully wheelchair accessible?

Details (if required)

Yes. However there are stairs that lead to the staff PPA room.

Are disabled changing and toilet facilities available?

Details (if required)

Yes, in the entrance hall.

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

Details (if required)

Yes, to the front of the school.

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

Details (if required)

Yes, on the school car park.

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### Transition

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

We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school Admin office to arrange to meet the Head teacher, who will willingly discuss how the school could meet your child's needs. Cheshire East admission arrangements are clearly explained on their website.

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

Please contact the school Admin office to arrange to meet the Head teacher, who will willingly discuss how the school could meet your child's needs. We hold regular open days and Stay 'n' Play sessions in the Foundation Stage which we encourage parents to attend with their children. For Key stage 1 and 2 we have open days at the beginning of the year, and an open door policy throughout the rest of the year.

#### **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)**

- At Havannah, we recognise that 'moving on' can be difficult for a child with SEND/and or disabilities and take steps to ensure that any transition is as smooth as possible.
- If your child is moving to another school:
  - We will contact the new school's SENDCo and ensure s/he knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.

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### Transition

- Make additional arrangements for extended transition visits.
- Visit the new setting with parents.
- Seek appropriate external advice/specialists. e.g. CEAT transition teacher.
- Action for inclusion plans written with the new setting.
  
- When moving classes in school:
  - Information will be passed on to the new class teacher.
  - If your child would be helped by a transition pack to support them understand moving on, then it will be made for them.
  - 'Bump up days' with their new teacher,
  - 'Meet the teacher' sessions for parents.
  
- Transfer to Secondary School
  - The SEND co-ordinator will attend the Primary Transition Day to discuss the specific needs of your child with the SEND co-ordinator of their secondary school as appropriate.
  - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

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### Additional Information

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

##### A. Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service (CEAT)
- Educational Psychology Service (EP)
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- SWaNs counselling service
- Play Therapy

##### B. Provided and paid for by the Health Service (East Cheshire NHS Trust)

School Nurse  
CAMHS

##### C. Voluntary agencies

- Cheshire East Information Advice and Support Service (to support families through the SEN processes and procedures).
- National Autistic Society

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### Additional Information

- MENCAP
- Ruby's Fund - Registered Children's Charity, Congleton

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

The information above is updated annually and was last updated May 2023. It will be reviewed again in May 2024.

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

From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at [https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local\\_offer.aspx](https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local_offer.aspx)

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

We have an annual parent's questionnaire which is sent to parents to provide them with an opportunity to give feedback to the school. If at any stage as a parent/carer you are unhappy with the provision that we are making for your child you should in the first instance approach the class teacher or the school's Special Educational Needs/Disability Coordinator (SENDCo). If this does not resolve the concern, then a parent should then speak to the Head Teacher who will discuss and advise the next steps. Should a complaint be made as a school we have a complaints policy, which can be obtained through the Admin office and through the school website.

A parent may wish to seek advice at this time from the Parent Partnership Service (CEIASS). However if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England.