

Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



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



"Guided by faith, nurturing hearts and minds"

Stapeley Broad Lane CE Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Stapeley Broad Lane CE School
Type of Setting (tick all that apply)	☒ Mainstream ☐ Resourced Provision ☐ Special ☐ Early Years ☒ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☐ Maintained ☒ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	Primary 3 - 11
Number of places	222
Which types of special educational need do you cater for? <i>(IRR)</i>	☒ 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. ☐ We are an inclusive setting that offers a specialism/specialisms in

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. 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. ○ As a staff we share any concerns about progress or concerns about a pupil's general wellbeing. ○ 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. ○ Use of the Cheshire East SEND toolkit to identify needs and next steps. ○ Liaison with any other professionals such as health professionals. ○ Talking to any previous school or any prior education setting the pupil may have attended.
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 making an appointment with the school office.
Where can I find the setting/school's SEND policy and other related documents? (IRR)
○ Please visit Stapeley Broad Lane school website (www.stapeleybl.cheshire.sch.uk) ○ The website provides you with all the relevant school policies and documents relating to the provision offered to our pupils.

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Teaching, Learning and Support

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

- The school teaches pupils with SEND in accordance with the Cheshire East area wide offer (see CE website)
- We are an inclusive school and aim to provide a learning environment which will meet a wide range of differing needs.
- We have a wide range of expertise and skills which support the teaching, learning and support for pupils with SEND across the school day.
- We adapt learning across the curriculum to meet individual needs. Sometimes a pupil will need a very personalised approach to learning across the school day; other pupils will need learning differentiated to meet their particular needs whilst still providing challenge and support.
- Planning for SEND pupils is done by the individual class teachers and includes Ordinarily Available Inclusive Provision (OAIP).
- Parents are invited to meet with the class teacher at least three times a year to discuss provision and impact.
- Additional adults or key people are used flexibly across the school and may be in a class to support an individual or groups of pupils, or may be supporting pupils during playtimes and lunchtimes. Our aim is to develop the pupils' independence across all areas of learning and the school day.
- We may 'buy-in' additional specialist advice and support.

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

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

- The Head Teacher decides on the budget for special educational needs in consultation with the school governors taking into account past additional needs.
- The Head Teacher and the SENCO regularly review the provision for 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 will be very complex and they may need a key person at various times across the school day.
- The Head Teacher and SENCO strategically manage the SEND budget. The budget and its allocation is regularly reviewed over the year to meet any changes in pupils' needs or resources available.
- 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 Needs Assessment (EHCNA). If parents

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Teaching, Learning and Support

agree, then the school will work in partnership with parents to apply to the local authority.

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 needing additional in-class support, parents will be invited to meet with the class teacher and a discussion form and/or a First Concerns form will be completed. Pupils requiring significant additional support from school and external agencies then parents will be invited to meet with the class teacher, where SEND support paperwork will be completed. If the Class teacher deems it necessary, the SENDCO may be invited to join the meeting.
- During the meeting, the desired outcomes for the pupil will be discussed and how these will be achieved will be agreed. 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 there are any differences of opinion about the support a pupil needs to achieve the agreed outcomes then outside expert help will be sought.
- All resources, training and support are reviewed regularly and changes made as required.

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

If any specialist equipment or facilities (e.g. scribes) 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. Where possible this will be met from within the school budget. Some specialist equipment can be secured on loan from specialist agencies and across Cornovii Trust.

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, Deputy Head Teacher and SENCO.
- The SENCO and class teacher continually monitor the progress and support for pupils with special educational needs and if either is concerned about any aspect of your child's progress, they will contact you to discuss it.
- Pupils with SEND are offered two Parents Evenings each year. In addition, parents of children with SEND will also be invited to meet the class teacher and SENCO termly to review progress and plan next steps.
- Pupils with an Education Health and Care Plan (EHCP) will have a formal Annual Review each year in line with statutory requirements.
- If you are worried or have any concerns between meetings, then you are encouraged to speak to the class teacher or to make an appointment to speak to the SENCO.
- You are welcome to contact the SENCO if you have any questions or concerns.

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Teaching, Learning and Support

- There are assessments which are statutory and you will receive these at the appropriate time for example, EYFS (Early Years Foundation Stage) baseline, SATs.
- If the teacher or SENCO has any concerns or worries during the year then they will contact you at school, via planner or a phone call.
- Some pupils and their parents benefit at times from a home school contact book and this can be arranged if appropriate.
- 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.
- Informal communications from class teacher to parents can be made via the pupil's planner (a communication book that is given to every child and used to communicate between home and school)

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.
- Pupil voice (School Council) meets regularly.
- Through our marking policy we identify areas of progress and areas that need further development; pupils are given time to read and respond to the comments or work with an adult to address misunderstandings.
- Across the year we talk to pupils about their learning and plan next steps with them.
- All pupils with an SEN Support plan complete pupil voice documents to actively contribute to and inform their individual plans.
- As part of the Annual Review process (for pupils with an EHCP), pupils are encouraged to reflect on their year. Their thoughts are formally recorded, and they may be invited to attend part of the review meeting, where appropriate.
- Asking pupils about their learning and how they learn best is often key to their progress.

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 costed Provision Map.
- We run termly SEN Evaluation Days with teachers and SENCO to review progress and plan next steps.
- The success of any intervention programmes are monitored closely and to ensure that they are both effective and good value for money.
- The school works with the Cornovii Trust to monitor and reflect on the effectiveness of provision. We share ideas and practice.
- The SEN Governor maintains an overview of the school's provision through meetings with the SENCO.

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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 schools [safeguarding policy](#) to ensure the safety and welfare of all pupils at all times.
- We aim to include all children fully 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. To ensure they stay safe and to support their well-being we may, for example, provide an alternative quieter space at playtimes and provide a quieter place than the hall to eat their dinner at lunchtimes.
- Some pupils will have more complex difficulties or medical needs and may need a named key person outside the classroom; this may include a personalised meet and greet session each day, or a personalised debrief at the end of the day, or the support of a care plan.
- 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 wellbeing, 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 adult is included on the trip for the pupil.
- There is always a first aider included as part of the staff team for all off site activities.

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

- Our school is a nurturing and inclusive school and all staff are part of the pastoral support system.
- We understand that pupils with SEND can face many challenges which may impact on their overall wellbeing and they may need extra pastoral support. After discussion with the pupil we may name a key person to add an extra point of contact and support or we may provide social skills opportunities/peer mentoring.
- Developing friendships can be challenging and to support this we offer a range of different social skills activities which are often personalised to meet individual needs.
- We do not tolerate bullying in our school and we follow the procedures in our school policy.

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 (www.stapeleybl.cheshire.sch.uk)
- If medication is prescribed by the Doctor to be administered at school a request form must be filled in at Reception and signed by the Head Teacher (also available on the school website).
- We work closely with the School Nurse and if medication needs to be taken over time in school, then a care plan is put into place after discussion with the

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Keeping Students Safe and Supporting Their Wellbeing

school nurse, parents and staff.

- We have yearly training on the administration of Epi pens and would seek an extra training session if needed to address any other specific needs that a pupil may have.
- We update staff on any medical changes on a regular basis.
- If a pupil needs any personal care then a Personal Care Plan will be developed with the support of parents, medical professionals (such as the continence service and school)
- Where possible the pupil's views will also be included.
- We review all personal hygiene 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'. A short request form is available from the office.
- All staff are trained First aiders who regularly undergo training. There is always a first aider included as part of the staff team for all off site activities.

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

- Our school ethos is to nurture all pupils.
- We have a strong PSHE (Personal, Social, Health and Economic) curriculum and use My Happy Mind as part of our universal offer.
- The class teacher has overall responsibility for the pupils in their class; sometimes a pupil with special needs may need extra support and a key person or mentor may be chosen to fulfil this role.
- Advice from outside agencies is sought as appropriate.
- We may arrange support such as social skills group, reflection time, meet and greet, personalised learning or a buddy system if appropriate.
- We have two ELSAs (Emotional Literacy Support Assistant) to support pupils' emotional wellbeing on a one-to-one basis.

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

- We have a positive approach to supporting and developing good behaviour through our school behaviour system.
- Our Behaviour policy can be found on our website: [Stapeley Broad Lane Primary School: Policies & Procedures](#)
- We recognise that challenging behaviour is not a special educational need, but we also recognise that some pupil's behaviour with special educational needs may need extra support and understanding. Parents are involved in identifying and discussing specific issues and a RAMP (Reducing Anxiety/Anger Management Plan) is written to support the child and the adults who work with them.
- 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.

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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:

- Deliver quality first teaching (QFT) and OAIP (Ordinarily Available Inclusive Provision) that meets the needs of all pupils
- Monitor and check progress across the year
- Serve as the first point of contact for parents.
- Have overall responsibility for pupils' learning and their day-to-day well-being in school.
- Ensure the school SEND policy is followed in the classroom.
- Listen to specialist advice and adapt teaching and learning as advised.
- Plan with any additional adults or key people the implementation of any extra support or intervention.
- Discuss with the SENCO any additional/extra help your child may need.

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

- Our SENCO Mr Matt Beeston will coordinate any further support needed and monitor the effectiveness of provision
- Teaching Assistants – they may work in small groups within the class or run intervention programmes under the guidance of the teaching staff
- Key worker (Education, Health and Care Plan). Pupils may work with different adults throughout the day.
- Outside agencies, who are specialists in supporting pupils with a range of needs and might work individually with pupils or advise other staff (Parental consent required for regular planned contact).
- The school nurse (parental consent required for any contact)

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 EHC plan with key staff and helps plan with staff how the outcomes can be achieved.
- Staff are regularly updated about any significant changes to provision through staff formal and informal discussions.
- Where extra help is needed other agencies, such as the speech therapist, are asked to advise.

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Working Together & Roles

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 in school.
- A wide range of experience working with children with SEND.
- Experienced and highly skilled TAs who run and tailor intervention programmes to the needs of the pupils.
- Staff who are qualified to plan and deliver a range of intervention programmes.

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

- Educational psychologists cluster meetings are held half termly.
- Cheshire East Autism Team cluster meetings are held half termly.

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

- Educational Psychologist
- Cheshire East Autism Team
- Child and Young People Mental Health Services (formerly CAMHS)
- Speech and Language Therapy Team
- Occupational Therapists
- GPs or Paediatricians
- Play therapist
- School Nursing Service
- Sensory and Processing Occupational Therapy Support Service (SPOTSS)
- Early Help Front Door and other LA provided support
- The Cheshire East Local Offer is available at: 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 SENDCo, Mr Matt Beeston, to make an appointment - this can be made via the office

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

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Working Together & Roles

The SENCO is Mr Matt Beeston. You can contact Mr Matt Beeston via the school office (01270 906124 or senco@stapeleybl.cheshire.sch.uk)

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

- The SEND Governor is Ms Sarah Renshaw.
- The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCO take place to ensure that all pupils, including those who are looked after, make progress.

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

- Pupil voice is very important and valued in our school.
- We have a School Council and opportunities for various other responsibilities across the school.
- 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 voice is collected Annually in the SEN Support Plan.

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

- School has an active Parent, Teacher Association (PTA) who regularly meet to discuss and organise fundraising events for the school.
- Parents are welcome to volunteer at school and work with a class. Parents would need to complete a DBS check.
- Parents are able to become a Parent Governor when vacancies become open.
- Parents are invited to Curriculum Evenings, Class Worship and other school events.

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

- We recognise that, as a parent of a child with SEND there can appear to be a lot of paperwork. The SEN team in school, led by the SENCO, provides support to parents as required. This might include completing forms with parents, or signposting them to agencies who can help further.
- Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter, website and via a termly parent partnership magazine.
- Parent Partnership can also support parents where necessary.
- Some SEND pupils may travel to/from school by bus, in these cases we liaise with parents and staff to ensure pupils are safely escorted onto the bus.

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Inclusion & Accessibility

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

- As an inclusive school setting we seek to ensure that all pupils, regardless of need, are able to attend enrichment opportunities such as after school clubs, school trips, residential visits etc. Therefore we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential trips or ensuring reduced adult to pupil ratios to address particular medical needs.
- We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need. For those pupils whose very high levels of need mean that the standard out of school activities on offer are inappropriate we seek to liaise with families about suitable alternatives (for example a day trip in place of an overnight residential).
- We offer before and after school onsite provision run by School.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☒

Details (if required)

Are disabled changing and toilet facilities available? ☒

Details (if required)

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

Details (if required)

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

Details (if required)

Additional Points:



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Inclusion & Accessibility

- The school's Accessibility Plan is available on the school website.
- We communicate with those whose first language is not English through a bi-weekly newsletter and an interpreter where necessary.
- The school communications on a regular basis using text, email, newsletter and phone calls.
- Specialist IT software or Apps are available and used within the school.

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Transition

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

For information about entry please email the main school office (admin@stapeleybl.cheshire.sch.uk) who will discuss the entry process with you, or visit the Cheshire East website for general admissions.

The school complies fully with the Equality Act 2010 and the School Admissions Code 2021 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.

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.

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 your child and the family.

When we know your child is joining our school in Reception we will:

- Arrange for you to look around the school, including 2 transition sessions.
- Our staff will aim to visit the pre-school setting and may put in place extra visits with key workers.
- Meet with you and anyone else who can help prepare and support your child's move to our school.
- Discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.
- Decide together whether we need an inclusion plan.
- Work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and met during transition.

When we know your child is joining our school in other year groups we will:

- Arrange for you to look around the school including whole day visits to meet the class teacher and pupils.
- Meet with you and anyone else who can help prepare and support your child's move to our school.
- Discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.
- Decide together whether we need an inclusion plan.
- Work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and met during

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Transition

transition.

When your child is leaving our school to continue education at high school.

- 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.

If your child is moving to another primary 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.



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Additional Information

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

Please look at Cheshire East's Local Offer for further information about the support services available to help you and your family
www.cheshireeast.gov.uk/localoffer

Parent Partnership are signposted to offer further support
https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx

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

This school report was updated in September 2025.
It will be reviewed in September 2026.

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

The Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

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

If a parent is unhappy with the provision that we are making for their child, then you should initially approach the class teacher. If you are still unhappy share your concerns with the schools' special educational needs coordinator (SENCO).
If this does not resolve the problem, then the parent should speak to the Head teacher.
If the parent still does not feel their concern has been dealt with then we advise that they seek advice from Parent Partnership, and consider accessing and using the school complaints policy which is available from the school website or the school office.