

Our Local Offer for Special Educational Needs and/or Disability

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



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



Our Local Offer for Special Educational Needs and/or Disability



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Name of Setting	
Type of Setting <i>(tick all that apply)</i>	<input type="checkbox"/> Mainstream <input checked="" 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 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 type="text"/>
Specific Age range	
Number of places	
Which types of special educational need do you cater for? (IRR)	<p><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.</p> <p><input checked="" type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> A 6 place Hearing Impaired Resource Provision for children with profound hearing loss </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)*

The SEN code of practice 2014 outlines the statutory guidance that all education settings must follow.

All teachers provide high quality teaching strategies, to enable as many children as possible to access the learning of the mainstream classroom. Where it is identified that a child is not making progress academically, or socially and emotionally, this is discussed with the SENDCo and parents in the first instance. As a school team we pride ourselves on early intervention and use our wide range of experience to help us identify those pupils who may need extra support in school. 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:

- o Information received from a previous setting or the local authority.
- o Regular informal/formal discussions with the Class Teacher, SENDCo and Head Teacher about pupils' progress in each class. During such discussions we identify any pupils who are not making expected progress or are presenting with a specific need.
- o As a staff we share any concerns about progress as well as any concerns about a pupil's general wellbeing.
- o Talking to parents and listening to their concerns or worries.
- o Talking to the pupil and listening if they say they need extra help or have worries.
- o Liaison with any other professionals (Speech and Language, Cheshire East Autism Team, Educational Psychology, Sensory Occupational Therapy team.
- o Talking to any previous school or taking into account any previous education setting that the pupil may have attended.
- o Using the Cheshire East Toolkit for SEND strategies.

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:

- o Speak to the class teacher and make an appointment to speak to them at a time convenient for both.
- o The class teacher may invite the Special Educational Needs Co-ordinator (SENDCO) along to listen to your concerns and help plan next steps where it is needed.
- o You can contact the SENCO directly by making an appointment with the School Office on 01625 917269, or via email senco@lindow.cheshire.sch.uk
- o If your child has a hearing need and you wish to speak to our Teacher of the Deaf, you can contact directly by making an appointment with the School Office on 01625 917269, or via email sbrown@lindow.cheshire.sch.uk



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Identification

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

- Please visit Lindow Community Primary School's website at **www.lindow.cheshire.sch.uk**
- The website provides you with all the relevant school policies and documents relating to the provision offered to our pupils. Any other policies that you may wish to have a copy of can be requested from the School Office. *(IRR)*



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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 needs.
- We have a resource provision for children with profound hearing loss; these children are fully included in the wider school and receive specific teaching from specialist teachers. This resource provision is called the **Deaf Resource Base**.
- At Lindow Community Primary School, we have a wide range of expertise and skills that support the teaching, learning and care for pupils with SEND across the school day.
- We adapt learning across the curriculum to meet individual needs. Sometimes a pupil will need an individualised approach to learning across the school day and therefore a bespoke curriculum; other pupils will need learning adapted to meet their needs.
- We still strive to have high expectations for our children with SEND, whilst ensuring their learning is appropriately adapted for their individual needs.
- Interventions, adapted curriculum and bespoke learning where applicable.
- Planning for SEND pupils is done by the individual class teachers and includes Ordinarily Available Inclusive Provision, which is a range of strategies used within the classroom to allow all children to access the learning environment. Some children may need further adaptations and personalisation.
- Parents are invited to meet with the class teacher three times a year to discuss provision and impact. It may be appropriate for the SENDCo to attend these meetings.
- Additional adults or key people are used flexibly across the school and may be in a class to support 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.
- In some circumstances, it may be beneficial for the SENDCo to liaise with other agencies for further strategies, resources and other forms of support for the child.

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 are adapted or personalised to meet specific needs. It may mean that specialist equipment, adaptations or resources are put in place or that the learning is adapted to account for individual specific needs.

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Teaching, Learning and Support

- As the children progress through the school, it may mean that their learning style develops or changes, and class teachers adapt their teaching to move with what brings the child the most success across all areas of need. This is overseen by the SENDCo.
- In the Deaf Resource Base, lessons are visual and/or kinaesthetic where appropriate, with a focus on language and communication building.
- Children who are part of the Deaf Resource Base may have their lessons adapted by specialist staff in order to cater for their specific needs. They access their mainstream class, while using the base to provide targeted support for specific learning areas, particularly speech and language learning.
- We seek professional advice from other agencies, such as the Cheshire East Autism Team or Speech and Language therapists to help us match the curriculum and learning environment to a pupil's needs.
- If a child requires access arrangements, for KS1 and KS2 SATs, as well as any adaptations to in class assessments, these will be made in conjunction with the class teacher, the SENDCo and any other external bodies for Y6 SATs.

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, who are not part of the Deaf Resource Base, 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 as such they may need a key person at times across the school day.
- The Head Teacher strategically manages the SEND budget. The budget and its allocation is regularly reviewed over the year to meet any changes in pupils' needs or resources available.
- The Senior Leadership Team includes the Head teacher and Deputy Head teacher. This group regularly discusses the strategic and practical needs of the school in relation to the deployment of resources. Decisions will either be made by this group of people or discussed at Governing Body level if appropriate.
- 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. If parents agree then the school will work in partnership with them to apply to the local authority for an EHCP with extra funding.
- If the child already has an EHCP, review meetings will outline whether a higher banded is needed and evidence will be collected to put forward to Cheshire East.

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Teaching, Learning and Support

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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 Cheshire East Toolkit is used to identify the level of need a child may have. This will be completed by the class teacher, and or SENDCo. This would then identify the type of support they need and the class teacher and SENDCo would put this in place in classrooms.
- Children who have a profound hearing loss may apply for a position within the Deaf Resource Base. In order to be eligible for a place the child must have an Education Health and Care Plan. This will be done in conjunction with Cheshire East Local Authority.
- When a pupil is first identified as requiring significant additional support, parents will be invited to meet with the class teacher and SENDCo.
- 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 where appropriate.
- 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 advice may be sought.
- All resources, training and support are reviewed regularly, and changes made as needed.

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

- Specialist equipment required for pupils within the resource base will be provided in conjunction with other agencies.
- If any specialist equipment or facilities are required then, where possible, these requirements will be met from within the school budget, for example a writing slope or 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 an occupational therapist. These requirements may then be met by the school budget or may form part of the provision within the Education Health and Care Plan.
- 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 SENDCo and class teacher three times a year. This will be done using academic progress in class, and also following the assess, plan, do, review process if the child has a SEN Support plan, or an EHCP.
- Children who are part of the Deaf Resource Base and children who have either Education Health and Care Plans, or SEN support plans in some cases, have a home/school communication book.

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Teaching, Learning and Support

- The SENDCo continually monitors the progress and support for pupils with special needs and if there are any concerns about any aspect of your child's progress, you will be contacted to discuss it.
- There are assessments which are statutory, and you will receive information about these at the required time, for example: EYFS baseline and Statutory Assessment Results.
- Pupils with SEND will have two Parents evenings each year, linked to the school cycle of parents' evenings. They will be invited to meet the class teacher and SENDCO to review progress and plan next steps.
- Pupils with an Education, Health and Care Plan will have a formal Annual Review each year.
- Pupils with an SEN Support plan will have meetings with the class teacher (and SENDCo if requested) 3 times a year to discuss targets and any other concerns you may have as a parent.
- 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 SENDCo.
- If the teacher or SENDCo has any concerns or worries during the year, then they will contact you either by phone call, email or Class Dojo.
- 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.

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.
- We have a school council.
- Through our marking policy we identify areas of progress and areas that need further development. The pupils are given time to read and respond to the comments.
- Across the year we talk individually to all pupils about their learning and plan next steps with them.
- For 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.
- Pupil voice is carried out with the update to the SEN Support plan, three times a year.



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Teaching, Learning and Support

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? (IRR)

- The Head Teacher and SENDCO review the provision and effectiveness for SEND on a regular basis and adapt the provision as required.
- SEN Support plans are reviewed termly, where new targets can be set, or a further breakdown of the target can be made if necessary. Each time the support plan is reviewed, child and parent views are gained, and parents will be invited to a meeting to discuss the review.
- We plan the support for SEND pupils with an EHCP through a Provision Map which is costed.
- The success of any intervention or support programmes are monitored closely, to ensure that they are both effective and good value for money.
- The SEN Governor maintains an overview of the school's provision through regular meetings with the SENDCo.

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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 have good relationships with all the children, knowing them very well, which is the biggest tool in knowing whether they are safe and happy or not.
- We follow the school's Safeguarding Policy - a copy of which can be found on the school's website requested from the School Office on 01625 917269.
- We aim to include all pupils in all aspects of the school day and the curriculum. Some pupils need a more personalised approach and require extra support at different times of the day. To ensure they stay safe and in order to support their well-being we may, for example, provide an alternative quiet space to the playground at play times 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 outside the classroom. This may include a personalised 'meet and greet' session each day and a 'debrief' at the end of the day.
- We carry out risk assessments for all off site activities and residential visits. If we feel a pupil needs extra support to ensure his or her safety and 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 person is included on the trip.
- Some children may require a personal risk assessment to keep themselves and others safe.
- 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?

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Keeping Students Safe and Supporting Their Wellbeing

- Our school is a nurturing school, and all staff are part of the pastoral support system.
- The school has four houses, each house has a head of house, and this is a pastoral strategy aimed at helping the staff in that house to know the children in their house well.
- The Deaf Resource Base has low child: staff ratios, resulting in the staff offering excellent levels of pastoral support to these children.
- 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.
- Developing friendships can sometimes be challenging and to support this we offer a range of different social skills activities, which are often personalised to meet individual needs.
- The school has an ELSA (Emotional Literacy Support Assistant) who is also Designated Mental Health lead, along with the SENDCo.
- The school promotes emotional wellbeing and regulation through Zones of Regulation, which is embedded in every class and by every adult.
- The Year 5 and 6 teachers select pupils to become Wellbeing Ambassadors, who have training with our school ELSA. They are then another person that a child may go to.
- We do not tolerate bullying in our school, and we follow our school policy. Our Behaviour Policy can be found on the school website – www.lindow.cheshire.sch.uk
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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, a copy of which can be found on the school website, www.lindow.cheshire.sch.uk
- If a child from the Deaf Resource Base has specific medical needs the head of the resource provision should be informed immediately, this will lead to a meeting whereby appropriate provision can be organised.
- Only medication prescribed by a doctor, or authorised health care worker, will be administered in school.
- Only members of staff that have been trained and authorised by the Headteacher and or office may supervise and administer medication.
- Parents must submit written requests to the office when they wish the school to supervise or administer medication.
- We have yearly 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.
- We have regular staff updates on any medical conditions affecting individual pupils so that all staff are aware of their particular needs.



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Keeping Students Safe and Supporting Their Wellbeing

- 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.
- If a pupil needs a Medical Care Plan, these are put into place in conjunction with the SENDCo, teachers and parents. Any contributions from Health Care Professionals are included.
- We review all Intimate 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 so that we can record this absence as 'medical'.
- We have a number of First Aiders at Lindow Community Primary School whose training is renewed regularly. The names of our qualified First Aiders are displayed throughout our school.
- There is always a first aider included as part of the staff team for all off site activities.

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

- Our school ethos is to nurture all pupils.
- We have a strong Personal, Social and Health Education (PSHE) curriculum.
- 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.
- The leader of the Deaf Resource Base carefully monitors all aspects of each child from the resource provision's well-being and acts accordingly; this includes communication with the pupil, class teacher and/or parent and measures being put into place when appropriate to do so.
- Termly intervention meetings are held; potentially vulnerable children's non-academic well-being needs are discussed with a view to helping the child.
- We seek advice from other agencies such as Child and Adolescent Mental Health Services (CAMHS) and Cheshire East Autism Team.
- Where a child needs extra help developing their emotional and social skills, we may put in support such as: social skills group, reflection time, quiet time, daily meet and greet, personalised learning, buddy system.
- The school has an ELSA (Emotional Literacy Support Assistant) who is also Designated Mental Health lead, along with the SENDCo.
- The school promotes emotional wellbeing and regulation through Zones of Regulation, which is embedded in every class and by every adult.

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

- We have a positive approach to supporting and developing good behaviour with our school rules: **Be Safe, Be Ready, Be Respectful**
- Our Behaviour Policy can be found on the website, www.lindow.cheshire.sch.uk



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Keeping Students Safe and Supporting Their Wellbeing

- 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.
- We support emotional regulation and understanding the reasoning behind the behaviour. Restorative conversations are used across the school to support the children in understanding their behaviour and how it may have affected others.
- 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. A copy of our Exclusion Policy can be requested from the School Office.
- 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. Our Attendance Policy can be found on the school's website, www.lindow.cheshire.sch.uk



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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 high quality teaching and adapt it to meet individual pupils needs through Ordinarily Available Inclusive Provision, and further adaptations if necessary.
- To check progress across the year and identify where additional help or support may be needed.
- To discuss with the SENDCo 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 and adapt teaching and learning as advised.
- To be the first point of contact for parents.
- To have overall responsibility for pupils’ learning and their day-to-day wellbeing 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?

- The Head Teacher
- SEN Governor
- The SENDCo
- If the child is a member of the Deaf Resource Base the staff from here, including the leader of the resource provision.
- Teacher assistants 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 or Educational Psychologist.

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 SENDCo shares the information about a child’s SEND or EHC plan with key staff and helps plan with staff how the outcomes can be achieved. These are regularly looked at across the year to ensure the child'
- If a child has an EHCP, the targets are broken down on the SEN Support plan, which is then shared with key staff.
- The ‘Summary of need’ section of a SEN Support Plan will be detailed and specific, so the new teaching team have a thorough understanding of the child.

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:
- One fully trained Teacher of the Deaf, working alongside highly experienced TAs.

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Working Together & Roles

- A SENDCO who holds the Nationally recognised NASENCO qualification.
- All our teachers hold qualified teacher status and all staff receive regular training on how best to support our pupils with SEND for example in Dyslexia, Autism, ADHD and Speech and Language.
- Deaf awareness training is provided annually.

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

- Support and advice is sought and implemented from external agencies to ensure that any barriers to success are identified and responded to. These include the:
 - Educational Psychologist
 - Cheshire East Autism Team (CEAT)
 - Child and Adolescent Mental Health Services (CAMHS)
 - Outreach Services
 - Sensory Processing Team (SPOTSS)
 - 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

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

- The first point of contact is the class teacher
- You can also contact the SENDCO. An appointment can be made to speak to them via email or through the School Office.

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

- The SENCO is Miss Chloe Smith. You can contact her via email (senco@lindow.cheshire.sch.uk) or via the School Office on 01625 917269.
- The leader of the Deaf Resource Base is Mrs Sharon Brown, she can be contacted via the school office on 01625 917269.

What roles do have 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.
- The SEND and Looked After Child Governor is Diane McVey.

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 Wellbeing Champions from Year 5 and 6.
- All children are encouraged to give their views to their teacher throughout the year via informal conversations. Pupil voice is taken more 'formally' termly for children with an SEN Support Plan and/or EHCP. This can be collated in a number of ways, depending on the child's needs and what they will engage with.
- Crucially, due to the warm nature of the school children feel that they can talk to most members of staff.

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:

- All parents are members of the PTA
- Being a 'parent helper' in class or as a volunteer reader.
- Helping on trips.
- School newsletters keep parents in touch with events in school and the 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)*

- School staff provides support to parents as required. If a parent wishes to talk to the SENDCo then an appointment should be made by contacting via email (senco@lindow.cheshire.sch.uk) or the School Office on 01625 917269.
- The Deaf Resource Base staff will signpost parents of children from the resource provision as they deem appropriate.



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Working Together & Roles

- 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 school will also signpost support via Oakenclough Children's Centre, where the Family Hub is based.
- If any of our pupils are entitled to transport to school we liaise with parents, taxi drivers / escorts and the transport co-ordinator team on a regular basis.
- All teachers at Lindow will help any parents (if the request is reasonable) at all times that they are able.
- The school secretary will help parents who may struggle to access communication because of their own reading, writing or ICT limitations.

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Inclusion & Accessibility

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

- We aim to include all pupils in all aspects of the school, both inside and outside the classroom.
- Some pupils need a more personalised approach and need extra support for different activities outside the classroom.
- All children are welcomed at breakfast club and afterschool club. Conversations may need to happen between parents and schools linked to the safety of children in breakfast and afterschool club as EHCP funding only covers the school day.
- 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 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 person is included on the trip or a more personalised approach to the activity or trip.
- 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, we will come to a decision with parents (and the child where appropriate), and organise alternative activities for the pupil.
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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)?



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Inclusion & Accessibility

Details (if required)

A copy of our school's Accessibility Plan can be found on the school's website or requested from our School Office. Our practice and policy adhere to the Equality Act 2010. Where translation is needed to support parents' understanding of English, we will endeavour to support this through use of translation services.

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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 or SENDCo via the School Office to make an appointment about your child joining our school. The School's phone number is 01625 917269.
- The 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 supporting aids or services where reasonable adjustments are made 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.
- We also offer Open Days throughout 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)*

Transition can be a challenging time for both your child and your family.

- If your child is moving to another school we will:
 - Endeavour to contact the new school's SENDCo and share information about any special arrangements which have been in place to support your child's learning and inclusion.
 - Transfer all records about your child as soon as possible.
- If your child is starting in EYFS, we will:
 - We would welcome contact from you when you have formally indicated us as your first choice school.
 - You will be invited to a session after school where the EYFS teacher will explain the process of starting a new school.
 - In addition, there are three transition afternoons that your child will be invited to. Your child may need additional transition time, and this could be done in July, with the transitions, or in September depending on the child's needs.
- When we know your child is joining our school we will:
 - Visit the 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.



Our Local Offer for Special Educational Needs and/or Disability



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Transition

- Discuss your child's needs with you and plan together how we can best meet them and make the transition to Lindow Community Primary 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.
- Ensure any prior paperwork is in place.

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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

Cheshire East Information and Advice Service are signposted to offer further support
<http://www.ceias.cheshireeast.gov.uk/home.aspx>

Parent Carer Forum are also able to support.
<https://cepcf.org/>

Oakenclough Children's centre 01625 374180

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

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

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

From 1st September 2014, the Cheshire East Local Offer can be found at **www.cheshireeast.gov.uk/localoffer**



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Additional Information

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 they should initially approach the class teacher or the school special educational needs coordinator (SENDCo).

If this does not resolve the problem, then the parent should speak to the Head teacher.

If the parent still does not feel their complaint has been dealt with then we advise that they seek advice from Parent Partnership

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

Parents are advised that a copy of the school Complaints Policy can be requested from the School Office on 01625 917269.