



Our Annual Report and 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



Alsager Highfields Primary School September 2024- 2025

Our Annual Report and Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Alsager Highfields Primary School
Type of Setting (tick all that apply)	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" 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	4 – 11 years
Number of places	Mainstream places (Published Admission Number) 45 per year
Which types of special educational need do you cater for? (IRR)	<div> <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> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

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

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Identification

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

As a school team we use our wide range of experience to help us to identify those children who may need additional help. We consider the whole child and will look at a child's learning, social and emotional wellbeing and any changes to their behaviour.

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

These include;

- Information received from a previous setting or the local authority
- Regular informal/formal discussions with the Class Teacher, Senco and Head teacher about children's progress in each class. During such discussions we identify any children who are not making expected progress
- As a staff we share any concerns about progress as well as any concerns about a child's general wellbeing
- Talking to parents/carers and listening to their concerns or worries
- Liaison with any other professionals such as health professionals
- Talking to any previous school or taking into account any previous education setting that they 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 your class teacher and make an appointment to see them after school
- The class teacher may invite their Senco along to listen to your concerns and help to plan next steps
- You can contact the Senco directly by telephoning 01270 882472 and making an appointment or by emailing to senco@alsagerhighfields.cheshire.sch.uk

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

The school's SEND policy and other relevant policies can be found on the www.alsagerhighfields.com

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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 children 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 different needs
- At Alsager Highfields 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 a very personalised approach to learning across the school day, other children will need learning differentiated in particular areas to their specific needs whilst still providing challenge
- Planning for children with SEND is the responsibility of the class teacher with an emphasis on Quality First Teaching
- Parents are invited to meet with the class teacher three times a year, and the senco where appropriate, to discuss provision and impact
- Additional adults/key people are used flexibly across the school and may be in class to support individuals or groups of children, or may be supporting children at playtime or lunchtime. **Our aim is to develop each child's independence across all areas of learning and the school day**

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

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating learning. Where pupils have SEND, class teachers will be aware of each pupil's strengths and areas for development, and will make every effort to provide for 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. Where learners are working at a level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives or 'over-learning' objectives covered in previous year groups.

We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as closely as possible to the level and strengths of the learner. For those pupils who require a more specialist approach to learning, class teachers are encouraged to discuss strategies of support with the SENCO, who may in turn seek advice from specialist agencies such as speech and language therapists, educational psychologists, the autism team and occupational therapists. All additional provision for pupils with SEND is

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Teaching, Learning and Support

Monitored by the Senior Leadership team including the SENCO and Head teacher, discussion of these pupils' progress takes place at regular meetings held between class teachers, the Senco and the Head teacher.

When external tests or exams are taken, the school will seek to ensure that any appropriate access arrangements are implemented and, where necessary, applied for. This could allow children to have a scribe for exams, additional time, rest breaks or a smaller room to work in. In some cases children may be disapplied from statutory tests.

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

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class-based provision. This might take the form of additional physical resources in classrooms, such as additional computers/tablets, writing slopes or alternative seating. For those children requiring provision additional to class-based approaches, funding can be used to facilitate a range of intervention programmes. These intervention programmes are flexible and adjusted to meet the needs of pupils. In some cases, funding might also be used to provide additional adult support (teaching assistants). Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcomes identified in discussion with teachers and parents or specified on EHC plans).

The SEND budget is the responsibility of the Head teacher, SENCO and School Bursar. Regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

Additional funding may be applied for, following local authority guidelines and procedures, if sustained school provision is deemed to be insufficient to make progress towards desired outcomes.

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

When a child is initially identified as having SEND, a discussion takes place between teachers, parents and pupil. At this meeting, barriers to learning as well as desired outcomes for the pupil will be discussed, and the provision or support needed to meet those outcomes will be agreed. School staff are usually best placed to recommend the nature of support needed, but when required the school seeks the support of other agencies for advice. Parents and pupils will be fully involved in discussions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils.

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Teaching, Learning and Support

If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to facilitate the decision making process.

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

The school possesses a range of equipment and facilities (e.g. differentiated reading material, coloured overlays, a nurture room) to support pupils with SEND. The SENCO and Head teacher make strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. specialist seating), the SENCO or Head teacher liaises with the relevant external advisory service (such as occupational therapy) to seek advice on the best options for procurement. Parents will be involved wherever possible 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)*

All members of staff in school have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are usually best placed to identify rates of progress. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and the Head teacher. Information about pupil progress is shared with parents at termly parent-teacher meetings and via an annual school report to parents which is sent home during the Summer term. For some learners, more regular contact with families takes place, for example through informal conversations at the end of the school day or sometimes in home-school books.

For learners with SEND, SEN Support Plans will be discussed with parents at termly parent-teacher meetings, and for those with EHC plans, EHCP Implementation Plans will be discussed with parents at parent-teacher meetings and an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress with the class teacher or SENCO as required. The school has an 'open door' policy, and class teachers are usually available for informal discussions at the end of each school day. Additionally, home-school reading records are provided to aid communication between parents and teachers.

Learning is planned around the National Curriculum. An overview of learning themes and year group expectations is available on the school website. At the start of each term, teachers provide information to parents outlining areas of learning for the term, as well as homework expectations. The school also offers a range of opportunities throughout the year for parents to 'learn about learning', for example phonics, English and maths workshops, curriculum evenings, [and](#) digital safeguarding information sessions.

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Teaching, Learning and Support

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. For review meetings, pupils' opinions are sought at a level accessible to the individual. For some learners this might mean that they are supported to meet with professionals; for others this might mean enabling them to contribute to meetings without actually attending by being given the opportunity to contribute their ideas in discussions with a familiar adult who acts as an advocate for them at any meetings. We recognise the need to protect self-esteem and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

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 SENCO, Head teacher and senior leadership team undertake regular monitoring of learning, pupil progress and the effectiveness of provision. The school works closely with a cluster of local schools which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes is monitored to ensure they are effective and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought annually and collated to inform decisions about future provision.

The school uses NFER Baselines, termly assessments, PIVATS and internal data systems to assist with regular analysis and tracking of pupil progress.

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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. School gates are locked in the morning, after children have arrived and entered classrooms for registration, and are reopened at the end of the day. Any late arrivals or early leavers must enter school via the school reception. All staff and school visitors must wear identification badges on lanyards. At the end of the school day, [Early Years Foundation Stage](#) and Key Stage 1 teachers ensure children are handed over to known parents and carers; Key Stage 2 teachers accompany their class onto the playground and oversee their dismissal.

At break times, at least two members of staff are on duty on each playground. During lunchtime, midday assistants supervise children in the dinner hall and play areas. If necessary, 1:1 adult supervision is provided for children with complex needs.

Risk assessments are in place for all areas of the school; these are updated annually. Individual pupil risk assessments are provided if necessary. Risk assessments are prepared for all school trips through the local authority EVOLVE system.

Information about pupils with SEND is communicated to relevant school staff via SEN Support plans and risk assessments where required, which highlight any areas which could pose a risk to pupil safety. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during transition between class and care-giver at the end of the day. Where necessary, alternative arrangements for higher risk times of the day are made, for example lower child-adult ratio playground supervision.

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

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole-school focus on social and emotional well-being through our PHSE/SMSC teaching, we offer a range of support to address specific issues as they arise, for example through nurture or social stories. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. We have available a range of assessment tools to support us in tracking and monitoring pupils' self-esteem and confidence (e.g. Boxhall, SDQ).

All children in school are supported to develop relationships with their peers. For those pupils who find this more difficult, play skills can be actively taught or modelled by staff.

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. A range of assemblies and whole school events linked to anti-bullying are held over the school year, and class teachers are vigilant in monitoring the

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Keeping Students Safe and Supporting Their Wellbeing

children's behaviour for indications of bullying. All behaviour is logged on CPOMS which enables us to analyse behaviour and to intervene at an early stage where bullying is suspected. During any such cases personalised support measures are put in place for both victims and perpetrators, which take into account the needs of all the pupils involved.

The school's Bullying Prevention Policy can be found on the **school website**.

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 medicine policy, a copy of which can be found on our school website - www.alsagerhighfields.com
- Only medication prescribed by a doctor will be administered in school
- Only members of staff that have been authorised by the Head Teacher may supervise and administer medication
- Parents must submit written requests to the Head Teacher when they wish the school to supervise or administer medication
- We work closely with the school nurse, and if medication needs to be taken over time, then after discussion with the school nurse, parents and staff, a plan is agreed and put in place
- We have training on the administration of Epi-pens, every two years however we would seek any additional training required to address any other specific needs that a child may have
- We have regular staff updates on any medical conditions affecting individual children so that all staff are aware of their particular needs
- If a child requires any intimate care then a personal intimate care plan will be developed with the support of the parents and medical professionals, such as the continence service. Where possible the child's views will also be shared
- We review all intimate care plans to ensure we respect a child's privacy and dignity
- We would ask parents to inform school if a child has time off for medical appointments so that we can record this absence as 'medical'
- All staff are emergency first aid trained and a number of staff are paediatric first aid trained, the names of our qualified first aiders are displayed throughout our school.
- There is always a first aider included as part of the team as part of any offsite activities

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Keeping Students Safe and Supporting Their Wellbeing

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

Personal, social and emotional well-being is at the heart of our curriculum, and class teachers address this through regular sessions in class. All staff seek to support children in managing their emotions and relationships on a day to day basis. We are also part of the Emotionally Healthy Children and Young People Cheshire East project.

For those requiring further support, the school provides ELSA sessions with an ELSA trained family liaison officer, Sara Leopold, who might work individually with children or with small groups. We have a designated nurture room (Star Room) in the main building and also a Nurture area in the Annexe (library) where we use a range of strategies to support pupils experiencing difficulties with emotions or relationships. We use a range of assessment tools to help us monitor this area of pupil development, including SDQs and Boxall profiles.

For children with more complex needs, the school may seek the advice of other agencies, e.g. [Child and Adolescent Mental Health Services \(CAMHS\)](#), Young Minds, Visyon

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

The school has a clear behaviour policy (available on the [school website](#)) which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at 'trigger points' during the day; for others this may involve a 'time out' arrangement enabling pupils to find a designated safe space at times of stress. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

It is very rare that we would consider exclusion for any pupil. As a school we adhere to Local Authority guidelines and protocol regarding exclusions as specified in our school behaviour policy (see website).

We take active steps to maintain and improve attendance. Attendance is monitored regularly by the Assistant Head teacher, who works closely with families where attendance is of concern to find ways to improve the situation. This may involve the Education Welfare Officer or Family Support Service workers. Through the Cornovii Trust, we have employed Sara Leopold who works with and supports our families with a range of issues, some of which may impact attendance and behaviour.

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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 assess, plan, deliver and review quality first teaching and to adapt it to meet the needs of all children
- To check progress throughout the year and identify where additional help or support may be required
- To discuss with the senco any extra, additional help a child may need
- To plan with any additional adults or key people in the implementation of any extra support or intervention
- To listen to, and implement any specialist advice from professionals such as CEAT, EP, Sensory Team or Springfields outreach
- To be the first point of contact for parents/carers
- To have overall responsibility for pupils' learning and their day to day wellbeing in school
- To ensure the school's SEND policy is implemented in their classroom

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

The Head teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place.

In conjunction with the Head teacher, the SENCO has responsibility for co-ordinating provision for pupils with SEND, including carrying out assessments where required and organising formal meetings such as annual SEN reviews.

In addition to the class teacher and SENCO, pupils might come into contact with the following:

- the speech and language TAs , who provide regular support following programmes provided by [Speech and Language Therapy](#);
- Elsa, who provides for the pastoral needs of pupils (parental consent will be requested for regular planned contact);
- there are also a number of support staff (teaching assistants) working in school. Many of these are highly skilled and experienced. Some of these staff run intervention programmes under the direction of the SENCO and teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. Some pupils with higher levels of need will be assigned a key worker, in addition to the class teacher, who will act as a hub for information about the pupil;
- the school nurse (parental consent required for any contact);
- for children who have an EHC plan in place, regular contact with external agencies such as occupational therapy, physiotherapy or speech & language may occur (as specified in their EHC plan);

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Working Together & Roles

- occasionally, external agencies or specialists (such as educational psychologists, autism team, Cornerstones outreach or Springfields LD outreach) might be brought in to work with individual pupils. Their involvement will always be with the consent of the parent/carer.

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

- The senco shares the information about a child's SEN Support plan or EHC Implementation 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 meetings and formal/informal discussions
- Each child with an EHC Plan has a weekly planning sheet to help support and explain the child's needs, interests and strengths

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 children with SEND including;

- All of our teachers hold Qualified Teacher Status and all staff receive ongoing CPD (continuing professional development) on how to best support children with SEND. This is delivered both internally and externally .
- The school is part of the Alsager Community Trust ACT, which meets half termly to discuss Barriers to Learning and how to address them as well as meeting to share good practice with regards to Nurture provision
- The senco meets half termly with an Educational Psychologist and termly with CEAT for group consults with other sencos from local schools
- The school access outreach support from a variety of providers including Adelaide behaviour support, Springfields Learning support, Cheshire Downs Syndrome Support, Horton Lodge, Church Lawton School

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

The school works with a wide range of services. We have close links with many professionals;

- School nurse
- Community paediatricians
- [Child and Adolescent Mental Health Services \(CAMHS\)](#)
- [Speech and Language Therapy](#)
- [Cheshire East Autism Team](#)

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Working Together & Roles

- physiotherapy and [Occupational Therapy](#)
- Continence Service
- Educational Psychologists
- ADHD clinic
- Community Paediatrics Team
- Speech and Language
- Emotionally Healthy CYP link team
- Early Years Team

We work closely with social care teams, as well as with voluntary organisations such as Cheshire East Information Advisory Service. Some of our pupils access [Speech and Language Therapy](#) and [Occupational Therapy](#) on site.

When necessary, we organise multi-agency meetings to discuss pupil's needs called Early Help Plans (EHPs) to ensure good communication with these groups in order to meet the needs of pupils and their families.

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

Your first point of contact should be your child's class teacher. The school SENCO is also available to support you in matters relating to SEND on 01270 882472 or senco@alsagerhighfields.cheshire.sch.uk

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

The school SENCO is Miss Jessica Baggaley - email senco@alsagerhighfields.cheshire.sch.uk or telephone the school on **01270 882472**.

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

The school governors have responsibility for ensuring the quality of provision across the school. Lisa Henshall is the designated governor for SEND, and regular meetings between the SEND governors and SENCO take place to monitor the provision made for pupils with SEND.

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

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Working Together & Roles

Pupil voice is very important and carefully sought in our school. To encourage our pupil voice we have;

- School Council
- Safeguarding Council
- ECO Council
- Children's survey
- PSHE
- Nurture/ELSA - small group opportunities to talk
- Toolkit for gathering the voice of the child including 3 house activities, Blobs and talk and draw activities

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

We welcome parent support in school in many ways including;

- All parents are members of PFA
- Parents/grandparents/community come in to volunteer to listen to children read or support other activities such as trips etc
- School newsletters keep parents in touch with everything happening in school
- Termly parents evening with surveys to gather views on various school
- Parent information evening regarding RWI phonics, SATS, Residentials, 'How to Support Reading' etc
- SEND Parent/carers coffee mornings/ afternoons with cake to share ideas and support each other
- 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
- Fortnightly newsletter Parentmails are sent out to share information and involve our families with our school community

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

We recognise that there can be a large amount of paperwork as a parent of a child with SEND. The SENCO or class teachers will provide support to parents as required. This might be completing forms with parents, or signposting them to agencies who can provide further help. Information about parent support groups is shared with parents in a number of ways throughout the school year: termly parent/carers coffee mornings/afternoons, the school newsletter, website and via a parent partnership magazine.

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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, 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, providing 1:1 support on school trips or booking accessible accommodation for residential trips. 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 pupils regardless of need (subject to a risk assessment). For pupils with very high levels of need, we seek to liaise with families about suitable alternatives if necessary (for example, a day trip in place of an overnight residential).

We have close links with a private on-site provider of before and after school care.

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)

Disabled access vehicle parking is available on the Council car park at the start and end of the school day.

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

Details (if required)

n/a

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Inclusion & Accessibility

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our accessibility policy can be found on the school website. Pupils with SEND are supported to access the facilities available to their peers, for example by providing additional adult support for sports sessions or other physical activities. Where required, the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English, we seek to provide translation for key meetings/communications, and discuss with those families their preferred means of communication.

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Transition

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

For information about school admission, please contact the school office by telephone on 01270 882472 or email (admin@alsagerhighfields.cheshire.sch.uk). Our Admission Policy can be found on the **school website**.

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 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?

Prior to entry to our school, it is usual for families to visit for an informal tour of the school. This can be arranged by contacting the school office.

We also offer a range of transition visits for new [Early Years Foundation Stage](#) pupils.

We encourage families of pupils with SEND to arrange a separate visit with the school SENCO so that information specifically relating to the child's needs can be shared.

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 into the school is carefully considered with the child's best interests as a focus. In addition to transition events for all pupils, families of pupils with SEND will be invited to meet with the Head teacher and SENCO to share information about the child's needs and the provision which may be necessary. Information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need, a multi-agency meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately supported in the transition process. Following this meeting, the school will consider any [necessary](#) provision -and, if appropriate, take steps to acquire any resources needed to implement the provision. The action plan is reviewed either prior to entry or shortly after. A range of transition measures may be put in place. These will be personalised to meet the needs of the pupil but may include additional visits to the school, visits by school staff to the pupil's current setting, [or](#) a transition pack containing photos.

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Transition

For children moving on to a new educational setting, wherever possible we prepare pupils in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. We work closely with families at this time to ensure consistency of information. We are part of the Cornovii Trust, and Alsager High School are also part of our trust, we work closely with their SEND department to support transitions.

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Additional Information

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

The SENCO (senco@alsagerhighfields.cheshire.sch.uk) or the Head teacher (head@alsagerhighfields.cheshire.sch.uk) can provide details of further support for families.

Cheshire East Information Advisory Service can be accessed via <http://www.ceias.cheshireeast.gov.uk/home.aspx>

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

This information was reviewed in September 2023 and will be reviewed annually

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)

As a school, we encourage parents to address any worries or concerns as quickly as possible, initially with the class teacher and then, if they are unable to help, with a senior member of staff such as the SENCO, Assistant Head teachers or the Head teacher. In the vast majority of cases, we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance, our complaints procedure is available on the school website. Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil's SEND can be found in the Cheshire East [Local Offer](#) ([see above](#)).