

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



Alsager School

Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Alsager School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input checked="" type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input checked="" type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
Specific Age range	
Number of places	
Which types of special educational need do you cater for? (IRR)	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid #ccc; height: 150px; margin-top: 10px;"></div>

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

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



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)*

A child or young person who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a multitude of sources, e.g.

- Staff/teacher request
- pupil self-request
- parental request
- request or information from outside agencies
- following information from previous school (e.g. primary school or secondary school for mid-year transfers)
- meetings with primary SENCOs
- Literacy screening for Year 7 pupils
- following diagnostic testing for individual pupils

After identification, the first steps would be to:

- contact parents to discuss with them and inform them of any additional needs pupils have
- implement appropriate support which is additional or different from the mainstream curriculum
- write a Guideline or SEND Pupil Support Plans for individual pupils – these are shared with parents, teachers and a child or young person
- Guidelines and SEND Pupil Support Plans are reviewed termly at each assessment point by the SENCO and Learning Support Team, teachers, parents and children and young people to ensure a collaborative approach.

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

- If you have any concerns about you child or young person and think they may need extra help then you can contact the school SENCO or the Head of Learning Support. Contact details: SENCO - Ruth Walker on 01270 871100 or email r.walker@alsagerschool.org You can also contact your child or young person's Head of College to discuss concerns you may have. Contact details for the Heads of College can be found using the following hyperlink: <http://www.alsagerschool.co.uk/index.phtml?d=623567> - You need to open the PDF document – A Guide for Parents

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

- Key Policies and statements for Alsager School including SEND Policy and other relevant documents can be found at the hyperlink below: <http://www.alsagerschool.co.uk/index.phtml?d=625012>



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Teaching, Learning and Support

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

- Alsager School encourages parents to work with us as partners for their child's or young person's education and progress. For SEND children or young people we very much try to be Inclusive whilst recognising that there are times when the package of education has to be tailored for individual needs.
- For the vast majority of children and young people with or without SEND, the most appropriate provision to ensure progress will be within the classroom accessing Quality First Teaching. All students will be placed into a set based on academic ability and this setting will be monitored via regular teaching assessments. As part of Quality First Teaching, teachers differentiate within the classroom to ensure the needs of individual are met such as providing writing frames, work on coloured paper, extra time to complete task and assessments.
- For other children and young people we may need to make further modifications – but these would only be done through consultation with parents, SENCO, Head of Learning Support, teachers and with children and young people to identified the type of support needed which is additional or different from the mainstream curriculum. Advice from outside agencies may be used to tailor individual plans as appropriate to individual needs. A whole school provision map provides information on SEND provision on a whole school basis as well as mapping provision for individual children or young people. Such provision may take the form of:
 - Additional literacy support such as SOS spelling groups or literacy lessons focusing on reading, spelling and writing.
 - Additional support for other areas such as memory, study skills, speech and language support
 - Additional numeracy support such as a 15 minute catch up programme 4 times a week or additional numeracy lessons focusing on building basic numeracy skills.
 - Access to TA support in class (usually although not exclusively for students with a statement or an Education, Health and Social care Plan)
 - Access to small teaching groups especially in core subjects
 - Core Enrichment at KS4 offers a booster class for pupils with literacy and numeracy difficulties which support their progress in English and Maths. Pupils work towards GCSEs in Functional Maths and English.
 - College or motivational work placements
 - Support within SWR (Alsager School's Inclusion Centre) based on a personal need, a medical need or a social and communication need
 - Behavioural support within SWR (Alsager School's Inclusion Centre)
 - Timeout cards.
 - Anger management or Social Skills lessons.
 - Additional support for pupils with social communication and interaction needs such as visual timetables, social stories and mentor support.
 - Access to specialist equipment such as Read Write Gold ereader and laptops in class.
 - Breakfast and Homework Club for organisational support, Lunch and break time safe haven
 - Access to mentor support or peer mentoring schemes within school.



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Teaching, Learning and Support

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

- As part of Quality First Teaching, teachers differentiate within the classroom to ensure the needs of individual are met such as providing writing frames, work on coloured paper, extra time to complete task and assessments. This is monitored through the as part of the whole school Monitoring and Evaluation Programme. Teachers are given Guidelines and SEND Pupil Support Plans to ensure they know how to meet the needs of individual children or young people within their class. Additional training and advice relating to a wide range of SEND need is implemented as part of the whole school INSET programme.
- Provision mapping and timetabling of support for children and young people with SEND is completed by the SENCO in conjunction with the Head of Learning Support and in consultation with Curriculum Leaders and Senior Leadership Team.
- Guidelines and SEND Pupil Support Plans are written by the SENCO and Head of Learning Support for individual children and young people in consultation with parents, teachers, children and young people and outside agencies as appropriate. Guidelines and SEND Pupil Support Plans are reviewed termly at each whole school assessment points so the progress of children and young people can be monitored and Guidelines and SEND Pupil Support Plans are adapted to try to ensure continued progress and appropriate support. Guidelines and SEND Pupil Support Plans are reviewed by the SENCO and Head of Learning Support, teachers, parents and children and young people to ensure a collaborative approach. The SENCO has responsibility for ensuring that Guidelines and SEND Pupil Support Plans are followed within school. Parents and children or young people are encouraged to feedback information regarding implementation of Guidelines and SEND Pupil Support Plans.
- Additional equipment or resources may be needed to support specific needs. The SENCO and Head of Learning Support will liaise with parents, children and young people and the appropriate outside agencies to make sure that are reasonable adjustment are made to make sure that children and young people of fully included and supported. Such specific support will be included in SEND Pupil Support Plans or Medical Care Plans.
- Exams access arrangements can be applied for within school based on medical or SEND needs. Pupils are assessed in the summer term of Year 9 for exams access arrangements. This is based on a wide range of assessment dependent on needs and must meet the exam board requirements set out by JCQ. Access arrangements can range from readers, scribes and extra time to prompts, rest breaks and modified papers. Evidence from external agencies such as specialist teaching teams and medical professions may be sought to support applications. Referrals for exam access arrangement assessments and applications can be made by parents, children and young people, teachers of professionals from outside agencies. Applications for exams access arrangements must meet the strict criteria laid down by the JCQ which is subject change annually.
- For parents who wish to find out about the variety of subjects that are taught at Alsager School there are a number of avenues they can pursue:
- Visit Alsager School website (www.alsagerschool.co.uk)
- Attendance to one of the Open Evenings/ Open Mornings (Open Morning is on Saturday 24th September 2016 and Open Evening for Sixth Form is on Thursday 13th October 2016)
- Attendance at Year 8 Options Parent information Evening usually held in February.
- Contacting our Connexions Team. For Connexions you need to contact Claire Casewell on 01270 871124 or email c.casewell@alsagerschool.org



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Teaching, Learning and Support

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

- Element 2 Funding is used to provide additional support and resources to support the needs of pupils with SEND such as providing Interventions to support learning needs such as SOS Spelling, additional TA Support in class, Lunch and Break Safe Haven, anger management and social skills support, mentoring and equipment such as laptops and E readers.
- Element 3 Funding is used to support individual pupils as required or as part of their Statement or Education, Health and Social Care Plan in order to meet the objectives set out in these plans.
- Additional Funding can be secured by making a request for a **statutory assessment** to the Local Authority or making an application for Additional School Support to the LA in exceptional circumstances if a pupil requires support and funding that is above Element 2 Funding. Evidence of actions taken at ‘school support’ to support the needs of individual pupils as well as advice sought and implemented from outside agencies will be needed to make such applications.

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)*

- Support for individual children and young people with SEND is based on identified needs which are additional and different from the mainstream curriculum.
- Additional support required will be identified through Guideline or SEND Pupil Support Plans which are written by the SENCO and Head of Learning Support in consultation with teachers, parents, children and young people and outside agencies as appropriate.
- Parents can request a meeting with the SENCO to discuss the specific needs of their child and how they could be supported within school. Contact details: SENCO - Ruth Walker on 01270 871101 or email r.walker@alsagerschool.org

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

- Additional equipment and facilities may be purchased to support individual children and young people with specific needs in order to make sure all reasonable adjustments are made to support the needs of pupils within school. Advice will be taken from appropriate outside agencies such as Occupational Therapy, Hearing and Visual Impairment Specialist Support Teams dependent on the specific needs of the child or young person.

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)*

- For all children and young people at Alsager School progress is assessed at 3 termly assessment points throughout the year. Assessment are carried out by teachers within the classroom to provide levels and grades for exams. Reports are sent home to all parents after these assessment points. The report show currently working at levels as well as target levels and progress measures so parents know whether pupils are making above expected, expected or below expected progress .
- Guidelines and SEND Pupil Support Plans are reviewed termly at each assessment point by the SENCO and Head of Learning Support, teachers, parents and children and young people to ensure a collaborative approach.
- Literacy testing is carried out once a year for all pupils and twice a year for pupils with identified needs in relation to literacy. Progress is tracked and monitored by the SENCO and Head of Learning Support. Progress is communicated to parents via Guidelines and SEND Pupil Support Plans.



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Teaching, Learning and Support

- Parents are invited to attend Parents Evenings to discuss their child’s progress with teachers and SENCO or Head of Learning Support. Parent’s views are sought during the review process for Guidelines and SEND Pupil Support Plans. Parents can request individual meetings with the SENCO or Head of Learning Support to discuss progress during the review process or at any time during the school year.
- Parents are encouraged to make contact as regularly as necessary with the SENCO to discuss concerns or needs as they arise. This can be done via phone or email. Contact details: SENCO - Ruth Walker on 01270 871100 or email r.walker@alsagerschool.org
- Parent Information Meetings are held throughout the year to inform parents on how to support their child’s learning at home on topics such a supporting literacy, numeracy and SOS Spelling. Please contact the SENCO - Ruth Walker on 01270 871100 or email r.walker@alsagerschool.org
- Parents can access Insight on the Parental Portal which allows them to access data about their child’s progress, Behaviour for Learning scores and attendance. This can be accessed via the school’s website www.alsagerschool.org

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

- Guidelines and SEND Pupil Support Plans are reviewed termly at each assessment point. The child or young person completes a comments sheet at each assessment point to review their plans and have their views taken into consideration.
- Pupil’s views are sought as part of the whole school Monitoring and Evaluation Programme within Student Voice.

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)*

- Progress of SEND children and young people is tracked and monitored at termly assessment points by the SENCO and Progress Manager. There is liaison between SENCO, Progress Manager, teachers and the Head of Learning Support, parents, children and young people to make sure the right support is in place to help children and young people who are not making progress.
- Progress of SEND children and young people is reported to the Governors on a termly basis.
- Guidelines and SEND Pupil Support Plans are reviewed termly at each assessment point by the SENCO and Head of Learning Support teachers, parents and children and young people to ensure a collaborative approach.
- Parental surveys are carried out at Parent’s Evenings and any concerns or issues raised are followed up by the SENCO or Head of Learning Support.
- Pupil’s views are sought as part of the whole school Monitoring and Evaluation Programme within Student Voice.

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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?



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Keeping Students Safe and Supporting Their Wellbeing

- The school ensures that support intended to make sure that a child or young person stays safe outside of the classroom is tailored to meet the individual needs of pupil and is outlined in a child or young person’s SEND Pupil Support Plan or Medical Care Plan.
- Most children and young people access the site independently at the start and end of the day. Individual Plans can be made to support this as necessary and in consultation with parents and outside agencies if involved. This can be to support a temporary need or be arranged on a more permanent basis. Individual Plans would be in place as part of SEND Pupil Support Plan or Medical Care Plans. There is a Breakfast Club and Homework Club for children and young people to access as appropriate.
- There is a Break and Lunchtime Safe Haven to support the needs of a wide range of children and young people. There are numerous extra-curricular activities which take place at lunchtime and after school which are open to all. Details of current extra-curricular activities can be found at the hyperlink below: <http://www.alsagerschool.co.uk/index.phtml?d=623567> - You need to open the PDF document – Extra-Curricular Activities. This is regularly updated.
- Children and young people may require additional support to access PE, move around the site and access school trips. Additional provision and support will be arranged as necessary dependent on need and in consultation with parents, children and young people and relevant outside agencies. This would be incorporated into SEND Pupil Support Plans or Medical Care Plans as appropriate, this could include having a pass to leave the class 5 minutes early, using the lift in school or additional adult support dependent on need and level of funding available. Risk assessments are carried out for all school trips as a matter of course. The school uses Evolve to carry out risk assessments for school trips.
- When risk assessments are needed these will be completed by staff and parents and discussed with children and young people. Outside agencies may be involved as appropriate. Relevant decisions from these will be shared with teaching staff. Again such arrangements would be reviewed with parents.

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

- All students access their Form Tutor daily and have regular access to their Head of College with whom they can discuss issues. Where there are concerns regarding bullying there are a number of options:
- Pupils can report it immediately to the Form Tutor, Head of College or any member of staff within school
- Pupils can report it on the school website via Sharps this can be anonymous if required.
- Parents can report it to the Form Tutor or Head of College via phone or email. Contact details for the Heads of College can be found using the following hyperlink:
- <http://www.alsagerschool.co.uk/index.phtml?d=623567> - You need to open the PDF document – A Guide for Parents
- Alsager School’s Bullying Prevention Policy can be found by following the hyperlink below: <http://www.alsagerschool.co.uk/index.phtml?d=625012>

For students who may find it difficult to make friends and socialise we offer a number of solutions:



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Keeping Students Safe and Supporting Their Wellbeing

- Within form groups we can operate a buddy system to help children and young people settle in and find friends.
- There is a Lunch and Break time safe haven that pupils can access to socialise and make friends.
- Peer Mentor and buddy systems are in place to support children and young people if needed.
- There are a number of mechanisms used to support pupils who may have low self-esteem. Children and young people can talk to their form tutor, Head of College or staff within the Learning Support Team. Additional support can be put in place such as access to SWR (Alsager School's Inclusion Centre), mentor support, additional support lesson, daily debriefs and access to Talking Point a listening and signposting service. Such support would be accessed in consultation with parents and children and young people as appropriate. If appropriate or necessary referrals to the relevant outside agencies may be made to support children and young people who have self-esteem issues. This would be done in consultation with parents and children and young people.

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

- The school has a policy regarding the administration of medicines which can be accessed via the following hyperlink:
<http://www.alsagerschool.co.uk/index.phtml?d=625012>
- The school has a medical coordinator, Sandra Preen, and a team of first Aiders within the school. Any medical emergency is dealt with as appropriate by trained staff within school, which is coordinated through the school office. Additional Policies relating the of children and young people with medical needs or who are in need of Frist Aid can be found by following the hyperlink below:
<http://www.alsagerschool.co.uk/index.phtml?d=625012>
- The SENDCO works with the school nurse to write medical plans. These plans are shared internally within school with all staff who come into contact with a child or young person. The advice on care plans can relate to both medical needs as well as learning needs which may result from medical conditions. Some children and young people may require a SEND Pupil Support Plan to support their needs. This would be implemented in consultation with parents, child or young person, SENCO as well as any appropriate outside agencies. Application can also be made for exam access arrangements dependent on needs and meeting criteria laid down by the JCQ.

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

- Children and young people have access to Talking Point which is a listening and signposting service.
- Children and young people may be referred to outside agencies such as Visyon and Young Minds Counselling Services or CAMHS. This would be done in consultation with parents, children and young people and relevant outside agencies as appropriate.
- Where there are concerns about the emotional and social development of a child or young person then we would discuss these with parents and child or young person. Support may be accessed from SWR (Alsager School's Inclusion Centre) or additional anger management, social skills or mentoring support.



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Keeping Students Safe and Supporting Their Wellbeing

- Additional support and advice may be sought from relevant outside agencies such as CEAT (Cheshire East Autism Team), CAMHs, the Educational Psychologist. This level of support would only be actioned in discussion with and with consent from parents and the child or young person.

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

In terms of behaviour support there are a number of actions Alsager School takes to avoid exclusions:

- All staff follow the school's Behaviour for Learning policy which is a whole school approach to managing behaviour and works on a graduated approach. Most behaviour in school is managed and dealt with by the classroom teacher with support from subject or Curriculum Leaders within their subject.
- For children or young people at risk of exclusion additional support and monitoring is put in place via Heads of college, SWR (Alsager School's Inclusion Centre) and Learning Support. A wide variety of strategies are available such as mentor support, report cards, reward systems, modified timetables, anger management and social skills support, Timeout cards, motivations work placements, college placements, additional adult support to help with learning needs. Outside agencies would be involved to help support children and young people at risk from permanent exclusion. Parents and children and young people are involved within the process, this can include email, phone calls and meetings.
- Alsager School's Behaviour Policy can be found by following the hyperlink below:
<http://www.alsagerschool.co.uk/index.phtml?d=625012>

In term of increasing attendance there are a number of actions Alsager School takes to support good attendance:

- Children and young people are rewarded for good attendance throughout the year.
- We have a first day calling system to support good attendance and the safety of children and young people. The absence line number is Absence Line: 01270 871107 or absence@alsagerschool.org. The Attendance Officer is Karen Cleaver.
- Attendance is reported termly to parents via reports and if there are concerns about attendance then letters are sent home to parents to highlight concerns.
- Meetings and individual strategies and plans are used to support children and young people who have difficulties maintaining good attendance. Parents are encouraged to contact Heads of College to discuss any concerns they may have. Contact details for the Heads of College can be found using the following hyperlink:
<http://www.alsagerschool.co.uk/index.phtml?d=623567> - You need to open the PDF document – A Guide for Parents
- Staff at school liaise with outside agencies to support good attendance as necessary. There are regular meetings with the Education Welfare Officer.
- Alsager School's Attendance Policy can be found by following the hyperlink below:
<http://www.alsagerschool.co.uk/index.phtml?d=625012>



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Working Together & Roles

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

- Students will have a number of teachers during their secondary education. All teachers at Alsager School are teachers of SEND children or young people. As part of Quality First Teaching, teachers differentiate within the classroom to ensure the needs of individual are met such as providing writing frames, work on coloured paper, extra time to complete task and assessments. Teachers are given Guidelines and SEND Pupil Support Plans to ensure they know how to meet the needs of individual children or young people within their class. Additional training and advice relating to a wide range of SEND need is implemented as part of the whole school INSET programme.
- All students will have a Form Tutor whom they will see every day during Form Time.

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

- A child or young person has a Head of College who is responsible for looking after pastoral needs. Each College has a Senior Leadership Link.
- Children or young people at school support or who have statements of Education Health and Social Care Plans may have additional TA support in class or targeted interventions supported by teachers or TAs, depending on assessed needs.
- Some pupils may be supported by staff working in SWR (Alsager School's Inclusion Centre).
- The SENCO and Head of Learning Support ensure appropriate support is in place to meet the needs of pupils at school support or who have statements of Education Health and Social Care Plans.

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?

- Teachers and relevant support staff are given Guidelines and SEND Pupil Support Plans to ensure they know how to meet the needs of individual children or young people within their class. This is updated regularly (at least termly) and shared with staff. When new information comes into College this is usually shared with staff via email or by the twice weekly Head's Briefing.
- Additional meetings and briefings may be held to discuss the SEND Pupil Support Plans for specific children and young people as required.
- Input and training from outside agencies may be arranged if necessary to support the needs of individual children and young people as required.

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

- Additional training and advice relating to a wide range of SEND needs is implemented as part of the whole school INSET programme to all teaching and Learning Support staff.
- Alsager School has a member of staff who is qualified to carry Irlen's Screening and Assessments and is qualified through the Irlen's Institute.



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Working Together & Roles

- Head of Learning Support has an BA Honours Degree in Special Educational Needs from MMU.
- The Learning Support Team has awareness and knowledge of a wide range of SEND needs including dyslexia and specific learning difficulties, speech language and communication, ASC and ADHD and ODD. This includes both theoretical knowledge and practical strategies for supporting children and young people within 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)*

At times it is necessary to seek the advice and support of other agencies so that the needs of children and young people can be met within school. Currently Alsager School accesses support from:

- Educational Psychologist - Emma Sheppard-Baker
- Child and Adolescent Mental Health Services (CAMHS)
- CEAT (Cheshire East Autism Team)
- Lesley Sumner (School Nurse)
- Education Welfare Officer – Jill Jenkins
- Cheshire East Youth Support Services – Jonathan Blackburn
- Children’s Services including Social Workers, Family Support Workers, ChECS - Cheshire East Children's Consultation Service and the SCiES Team (Safeguarding children in Education and Settings).
- Occupational Therapy and the Speech and Language Team (SALT)
- Hearing and Visual Impairment Specialist Teaching Teams
- Youth Offending Team
- Reaseheath and South Cheshire College for one day college placement in Year 10 and 11.
- Work experience placements arranged through Changing Education or Total People.

Referral to outside agencies would be considered appropriate to the individual needs of a child or young person and would be done in consultation with and with consent from parents. Advice would be implemented in consultation with parents, child or young person as appropriate, and included within a child or young person’s SEND Pupil Support Plans. Other outside agency support from agencies not listed above would be sought if needed to support a child or young person’s specific needs.

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



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Working Together & Roles

For parents who are worried we suggest a number of different routes depending on the nature of your concern:

- Form Tutor or Head of College if the concern is a pastoral one. Heads of College. Contact details for the Heads of College can be found using the following hyperlink:
<http://www.alsagerschool.co.uk/index.phtml?d=623567> - You need to open the PDF document – A Guide for Parents
- SENCO for any concerns relating to a child or young person who has SEND. Contact details: SENCO - Ruth Walker on 01270 871100 or email **r.walker@alsagerschool.org** Subject teachers or curriculum Leaders if the concern is related to a particular subjects or progress within subjects

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

The SENCO is Ruth Walker Contact details are: 01270 871100 or email **r.walker@alsagerschool.org**

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

The current SEN Governor and Look after Child Governor is Shirley Jones. She works with the SEN team on developing policies, facilitating training, and ensuring that the needs of students with SEND are represented at Governors meetings.

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

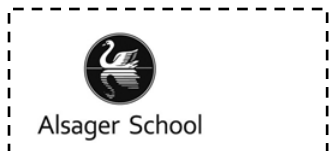
- Guidelines and SEND Pupil Support Plans are reviewed termly at each assessment point. The child or young person completes a comments sheet at each assessment point to review their plans and have their views taken into consideration.
- Pupil’s views are sought as part of the whole school Monitoring and Evaluation Programme within Student Voice.
- Children and young people are encourage to attend meetings which discuss their progress and plan for their future especially Annual review meetings for Statements or Education, Health and Social Care Plans.
- Children and young people may have mentors where they can express their concerns and views.
- Alsager School has a Student Voice Coordinator who runs and coordinates all aspects of Student Voice within Alsager School which includes an active School Council.

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

- Parents can get involved with the school by attending events run by the school such as parent coffee mornings. In terms of the governing body, the school has parent governors and anyone interested in this should contact Jackie Lamprell, Head’s PA and Clerk to the Governors for more information. Contact on 01270 871110 or email **j.lamprell@alsagerschool.org**.

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

In terms of helping families complete forms or in sourcing information and guidance parents can contact the following to ask seek help and guidance:



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Working Together & Roles

- SENCO or Head of Learning Support. Contact details: SENCO - Ruth Walker on 01270 871100 or email r.walker@alsagerschool.org Heads of College. Contact details for the Heads of College can be found using the following hyperlink:
<http://www.alsagerschool.co.uk/index.phtml?d=623567> - You need to open the PDF document – A Guide for Parents
- For help and guidance with careers or transfer to college post 16, parents can either contact the SENCO or the Connexions Team at Alsager School. For Connexions you need to contact Claire Casewell on 01270 871124 or email c.casewell@alsagerschool.org
- Children or young people with a statement or Education, Health and Social Care Plan will be supported through transition via the Annual Review Process.
- Children or young people who need travel plans to support their specific needs will be supported on an individual basis on admission as part of their SEND Pupil Support Plan or Medical Care Plan.

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Inclusion & Accessibility

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

Alsager School has a wide range of activities outside the classroom and uses its best endeavours to ensure these activities are inclusive to all.

- There is a Breakfast Club and Homework Club for children and young people to access as appropriate.
- There is a Break and Lunchtime Safe Haven to support the needs of a wide range of children and young people.
- There are numerous extra-curricular activities which take place at lunchtime and after school which are open to all. Details of current extra-curricular activities can be found at the hyperlink below:
<http://www.alsagerschool.co.uk/index.phtml?d=623567> - You need to open the PDF document – Extra-Curricular Activities. This is regularly updated.
- There are a wide range of off-site trips which run throughout the year. Meetings with parents may be needed to make sure that the right plans are in place to support children and young people to access the trips dependent on need and the nature of the activity. Risk assessments are carried out for all school trips as a matter of course to ensure the safety of all children and young people accessing the trip. The school uses Evolve to carry out risk assessments for school trips. As with all matters parents are invited to contact Alsager School to discuss all trips and activities so that their child may access them and get the most enjoyment from them. This can be done through, dependent on the nature of the need or concern through the SENCO , or the Head of College. Contact details for the Heads of College can be found using the following hyperlink:
<http://www.alsagerschool.co.uk/index.phtml?d=623567> - You need to open the PDF document – A Guide for Parents.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?



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Inclusion & Accessibility

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

There are 2 disabled toilets in school as well as access to additional facilities in Alsager Leisure Centre.

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

Details (if required)

There are drop of areas at the front of the school for pupils with mobility needs. There are clearly marked drop off and pick up points on the school's main car park.

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

Details (if required)

Yes there are disabled car parking bays at the front of school.

Additional Points:

- The Accessibility Plan is in the process of being commissioned.
- SEND pupils are supported to access facilities available to all pupils through their SEND Pupil Support Plans and or Medical Care Plans. These are drawn up in consultation with parents, children and young people and relevant outside agencies.

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Transition

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

- The School's Admission's Policy can be found through the following link:



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Transition

<http://www.alsagerschool.co.uk/index.phtml?d=625012>

- Contact Mrs Jenifer Broad on 01270 871109 or email at j.broad@alsagerschool.org to discuss mid-year transfers or general admissions.
- Contact the SENCO or Head of Learning Support if you would like to find out more about SEND Support at Alsager School or discuss specific needs for a child or young person. Contact details: SENCO - Ruth Walker on 01270 871101 or email r.walker@alsagerschool.org

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

- The school has an Open Morning each year, this year it will be on Saturday 24th September 2016 where parents, children and young people can visit the school and talk to staff. Details of the Open Day are published on the school’s website alsagerschool.co.uk as well as in the local press.
- There is also a Sixth Form Open Evening, this year it will be on Thursday 13th October 2016 in the evening.
- Parents can also arrange individual tours of the school throughout the year. This can be done by contacting Barbara Pitt on 01270 871100 or by email at b.pitt@alsagerschool.org

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)**

For children and young people joining us in Year 7 from Primary School:

- There are a number of transition events for children and young people including Open Evenings and Transition Days
- For SEND children and young people there are separate SEND transition events on top of the ones provided for all students
- Some SEND children and young people may require an individualised transition programme as well – this will be discussed with parents and feeder primary schools.
- During the summer term members of staff will visit all feeder primary schools and obtain advice on students including progress grades, SEND information, and particular levels of need

For children and young people joining us from other schools/ educational establishments:

- Individual transition plans will be made for pupils dependent on need.
- Contact Mrs Jenifer Broad on 01270 871109 or email at j.broad@alsagerschool.org to discuss mid-year transfers or general admissions.
- Contact the SENCO or Head of Learning Support if you would like to find out more about SEND Support at Alsager School or discuss specific needs for a child or young person. Contact details: SENCO - Ruth Walker on 01270 871100 or email r.walker@alsagerschool.org For young people transferring to college:
- The Connexions Team at Alsager School advises all students on preparing them for transition Post 16. For Connexions you need to contact Claire Casewell on 01270 871124 or email c.casewell@alsagerschool.org
- All pupils in Year 10 have a Cooperative Learning Programme in Year 10 and 11 which helps to prepare them for college, sixth form and work. This includes writing CVs, meeting employer, colleges and completing ‘Go to Work Days’



Our Local Offer for Special Educational Needs and/or Disability



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Transition

- There are some pupils who attend college or work experience placements in year 10 and 11 to help them prepare for post 16 transition.
- There is an option in Year 9 that children and young people can choose which includes support with Functional Maths and Literacy, an ASDAN Lifeskills Programme or a BASCO practical skills course in building and construction.
- During the summer term, the SENCO has meetings with the local colleges to discuss transition needs for SEND young people.
- Young people with a Statements or Education, Health and Social Care Plans will have a transition focus to their Annual review from Year 9. This will be supported by Cheshire East Youth Support Services – Jonathan Blackburn is a Senior Young Person’s advisor. This may involve setting up individual plans to support young people which could include independent travel training dependent on need and availability.

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Additional Information

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

- The Parent Partnership Service (PPS) helps parents and carers whose children have special educational needs, details of how to contact the team can be found by following the hyperlink:
https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx
- Parents can also contact ChECS - Cheshire East Children's Consultation Service which is the new 'Front Door' for access to services, support and advice for Children and their Families, from Early Help and Support through to Safeguarding and Child Protection, details of how to contact the team can be found by following the hyperlink:
http://www.cheshireeast.gov.uk/children_and_families/checs.aspx
- If you are not sure which additional support service you need then contact either the SENCO or Head of College for advice, information and support Contact details for the Heads of College can be found using the following hyperlink:
<http://www.alsagerschool.co.uk/index.phtml?d=623567> - You need to open the PDF document – A Guide for Parents

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

- This information was updated on 1.9.14

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



Alsager School

Our Local Offer for Special Educational Needs and/or Disability



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Additional Information

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

- Any parent, who is concerned or wishes to give feedback with any aspect of SEND provision, should first seek to discuss it with the SENCO and designated Leadership Link, Mrs Ruth Walker (01270 871100 or email r.walker@alsagerschool.org), who will consult with all appropriate staff. Any parental concern pertaining to SEN may be brought to the Governing Body via the Head teacher, or SEN Link Governor, Shirley Jones. Shirley Jones can be contacted through school.
- The Schools Complaints Policy can be found by accessing the hyperlink below:
<http://www.alsagerschool.co.uk/index.phtml?d=625012>