

# 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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<b>Name of Setting</b>	Brereton Primary School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Early Years <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 style="width: 150px; height: 15px;" type="text"/>
<b>Specific Age range</b>	
<b>Number of places</b>	
<b>Which types of special educational need do you cater for? <i>(IRR)</i></b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid black; height: 150px; width: 100%; 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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<b>Identification</b>
<b>How will you know if my child or young person needs extra help? (IRR)</b>
<p>Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil’s general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. Early identification is paramount, and therefore staff working in school monitor the children’s progress carefully on a termly basis through regular pupil progress meetings which are led by the senior leadership team. Concerns are initially raised with the school SENCO who would discuss them with those working with the pupil, the pupil’s family and the pupil themselves. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child’s needs, the decision might be made to offer class-based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class-based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support.</p>
<b>What should I do if I think my child or young person needs extra help?</b>
<p>If you have concerns about any aspect of your child’s education the first port of call should be your child’s class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENCO. Alternatively, the school SENCO can be contacted directly, either at the end of the school day, or via the email addresses provided on the website.</p>
<b>Where can I find the setting/school’s SEND policy and other related documents? (IRR)</b>
<p>Documents can be found on the school website or can be provided by the school office on request.</p>

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## Teaching, Learning and Support

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

It is our aim that all children are given the opportunity to thrive. Our priority is the provision of high quality class teaching which meets the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class. The school has a wide range of intervention programmes available to support children who require support which goes beyond class based approaches. These are bespoke/ personalised approaches based on best practice guidance, for example Reception Literacy Program, Fresh Start, Cool Connections, Social Stories, Talking Partners, Inference Training. For those with significant or complex needs, the school seeks the advice of specialists, for example, educational psychologist and Cheshire East Autism Team (CEAT). Where additional levels of support are required, a personalised support plan is created, which will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENCO via email or in person to discuss pupil's needs in more detail.

### **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. Where pupils have SEND, class teachers will be aware of the pupil's areas of need, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information. Where learners are working at an attainment 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 covered in previous year groups. For children with emotional, social or mental health needs teachers may make sensory adjustments to the classroom or use agreed strategies to support children. We aim to encourage independence, aspiration and belief in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENCO. All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils' progress takes place at regular SEN communication between class teachers and SENCO, and at regular meetings between SENCO and Headteacher.

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

Resources are allocated based on the needs of children in school. To support learning in class additional resources may be purchased such as technologies, writing slopes, suitable furniture, specialised books etc. A proportion of resources are allocated to staffing to support the running of the earlier mentioned support and intervention programmes as well as some additional in class support for individuals and groups of pupils. Allocation of resources is overseen by the SENCO, School Business Manager, Headteacher and board of governors, and is reviewed regularly.

**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 children's needs are initially identified, a discussion takes place between teachers, parents and pupils. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupils needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved in decisions 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. If there are differences of opinion about the nature of support required the school may seek the advice of external agencies to support 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 such as differentiated reading material, writing slopes, coloured overlays, intervention spaces and medical room, to support pupils with SEND and the school SENCO makes 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. large print books, audio equipment, specialist seating) the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. 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 school staff have high expectations for all learners and encourage learners to set high expectations for themselves. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings which are held termly and via the annual school report to parents which is sent home during the summer term. For learners with SEND, personal provision plans will be discussed with parents at parent-teacher meetings, and for those with EHC Plans, an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day. Home/school communication is also enabled through pupil planners.

**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. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals; for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written, video or audio means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's 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 school's SENCO, along with the head teacher and other members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought termly and collated to inform decisions about future provision.

**Keeping Students Safe and Supporting Their Wellbeing**

**How do you ensure that my child or young person stays safe outside of the classroom?**

Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff through discussion regarding any areas which could pose a risk to the pupil. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during the transition between class and care-giver at the end of the day. Where necessary, alternative arrangements for the most "risky" times of the day are made, for example a smaller, more highly supervised playground is available at lunchtimes. For some pupils, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the class teacher and SENCO.

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

#### PASTORAL

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 wellbeing through our PHSE teaching and Christian values we offer a range of interventions to address specific issues as they arise. One teacher takes the lead as our 'emotionally healthy schools champion' and supports other staff through staff meetings and individualised advice. 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.

#### FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are arrangements at play and lunchtime where play skills can be actively taught or modelled by staff. We also offer a range of personalised social skills activities to support this area of learning. Peer groups are also supported to encourage respect, tolerance and compassion fitting with our schools aims and ethos.

#### PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. Circle of Friends intervention). At other times this takes a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school such as compassion and respect.

#### BULLYING

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which consider the needs of all the pupils involved.

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

#### ADMINISTRATION OF MEDICATION

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the school office. Medication is kept in a secure cupboard. Medicine is then always administered by a first aid trained member of staff. In some cases, pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, epilepsy rescue medication etc.). When this is applicable, a clearly identifiable safe place in the classroom or medical room is chosen, and the location of the medication is detailed for staff.

## TOILETING

Staff in school are experienced in supporting pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting, for example, pupils usually stand whilst changing nappies, and are encouraged to take as active a role as they can, and pupils who are developing verbal skills are provided with a range of tools to help them communicate toilet needs. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil's toileting needs.

## PRIVACY AND DIGNITY

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams, tube feeding etc.), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g. administration of Movicol or Ensure drinks given at snack time). Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils. For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

## SHARING OF MEDICAL INFORMATION

Information about the medical and personal care needs of pupils is noted on pupil's one-page pupil profile. Where information is required in greater or more personal detail, the location of this information is shared on the "supporting me" plan rather than the information itself. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are stored alongside the pupil profile as well as with the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. This information is shared via the pupil profile or more detailed plans as appropriate.

## MEDICAL APPOINTMENTS

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home, at other times it is possible to arrange for appointments to coincide with subjects in which the pupil is stronger. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

## TRAINING

Staff undertake regular first aid training and are trained by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seeks out relevant training to address the specific needs of pupils.



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

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the school employs teaching assistants and a Higher Level Teaching Assistant who might work individually with children or might support pupils in a more holistic way such as, talking partners and social stories. We have a range of interventions to support pupils experiencing difficulties with emotions or relationships. One teacher takes the lead as our 'Emotionally Healthy Schools Champion' and supports other staff to secure the best outcomes for children.

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

**BEHAVIOUR**

The school has a clear behaviour policy 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. A key focus of the school in supporting pupils whose behaviour challenges is to firstly understand this behaviour. We use an Antecedent, Behaviour, Consequence system of recording and analysing behavioural incidents, in order to try to find patterns in behaviours. When these are identified we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

**EXCLUSION**

It is very rare that we would consider exclusion for any pupil. A copy of the school's exclusion policy can be seen via the school office

**ATTENDENCE**

We take active steps to improve attendance through our clerical assistant and our business manager working in close communication with parents.

## Working Together & Roles

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

The class teacher has the overall responsibility for pupil's learning and their day to day well-being in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil unless an alternative key worker has been assigned. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, and interventions).

### 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. The school SENCO / Inclusion manager has responsibility for co-ordinating the provision for pupils with SEND. She may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews.

There are also a small 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 guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis.

Occasionally external agencies or specialists might be brought in to work with 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?

Information about SEND needs of pupils are noted on pupil's one-page pupil profile, and this document will signpost staff to the more detailed documents where required. All class teachers and any key workers involved with the child will be given a copy of EHC Plans and there are regular opportunities to discuss the content of these at termly SEN meetings with the SENCO.

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

All school staff have a good awareness of SEND through regular communication with the SENCO. The school Inclusion manager / SENCO is a specialist member of staff and holds the national qualification for SENCO). The staff have undertaken a wide range of professional development opportunities in areas such as ASD, speech and language, attachment awareness and emotionally healthy schools training. The school also has access to the Education Psychologist service and Cheshire East Autism Team.

<b>Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)</b>
The school works with a wide range of services. We have close links with health professionals, for example: Speech and Language Therapy (SALT) and Occupational Therapy and discuss with these as necessary. We work closely with social care teams. We organise multi-agency meetings to discuss pupil's needs (e.g. CAF) as appropriate and aim to ensure good communication with these groups in order to meet the need of pupils and their families.
<b>Who would be my first point of contact if I want to discuss something?</b>
Your first point of contact should be your child's class teacher. The school SENCO / Inclusion manager is also always available to support you in matters relating to SEND. Contact details can be found on the school website <a href="http://www.breretonprimaryschool.org.uk">www.breretonprimaryschool.org.uk</a> .
<b>Who is the SEN Coordinator and how can I contact them? (IRR)</b>
SENCO – Richard Cotton Richard Cotton can be contacted by the school telephone number – 01270 918931 or <a href="mailto:sendco@breretonprimary.org.uk">sendco@breretonprimary.org.uk</a>
<b>What roles do have your governors have? And what does the SEN governor do?</b>
The school governors have responsibility for ensuring the quality of provision across the school. The link governor for SEND is Helen Harper.
<b>How will my child or young person be supported to have a voice in the setting, school or college? (IRR)</b>
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. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written, video or audio means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a school council, made up of pupils who meet regularly to share the views of their peers. Pupils with SEN are represented within this group.
<b>What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?</b>
Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. hearing readings, accompanying trips etc. There are opportunities to join the PTA who organise events and fundraise on behalf of the school. 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.
<b>What help and support is available for the family through the setting, school or college? (IRR)</b>
We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENCO / Inclusion manager, provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further.

## 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, booking accessible accommodation for residential trips etc. We have a range of out of school clubs and activities which change from time to time (details available via newsletter), all of which are available to every pupil regardless of need.

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

Is the building fully wheelchair accessible?

Details (if required)

The main school building is fully accessible, but the addition of School House means there is an upper floor which is not accessible. This is only used by small groups and alternatives will be found where necessary.

Are disabled changing and toilet facilities available?

Details (if required)

The school has a disabled-access toilet and changing area.

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

Details (if required)

Parents/carers are able to liaise with school to formulate a plan for drop-off and pick-up.

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

Details (if required)

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*Additional Points:*

- *Where can I find the setting's Accessibility Plan? **[As described in the latest SEN Code of Practice]***
- *How are SEND students supported to access those facilities available to all students?*
- *Have there been improvements in the auditory and visual environment?*
- *How do you communicate with those whose first language is not English (including parent/carers)?*

## Transition

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

For information about entry please email the main school office (admin@breretonprimary.org.uk) who will discuss the entry process with you.

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?

We offer a range of transition visits for new reception pupils; however, we encourage the families of pupils with SEND to arrange a separate visit with the school SENCO / Inclusion manager so that information which specifically relates to your child's requirements can be shared. This can be arranged by emailing the school office.

### 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)*

#### ENTRY

Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the school SENCO / Inclusion manager. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need, if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency Action for Inclusion 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 included. Following this meeting, the school considers the provision necessary and if appropriate, takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to entry or shortly after. Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc.

#### TRANSITION TO NEW SETTINGS

Wherever possible we prepare pupils for transition to new settings 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. Some of our pupils benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families at this time to ensure consistency of information. We have good links with our local high schools and work closely with the staff from those settings.

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### Additional Information

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

The school SENCO / Inclusion Manager (Richard Cotton) in school can provide details of further support for families. Parent partnership can be accessed by following this link: [Cheshire East Information Advice and Support \(CEIAS\) | CheshireEast MarketPlace](#)

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

The information was reviewed in September 2023 and will next be reviewed in September 2024.

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

From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://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 promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENCO 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 can be found on the school website [Brereton Primary School: Policies](#) or through the school office.

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 on the Cheshire East website.