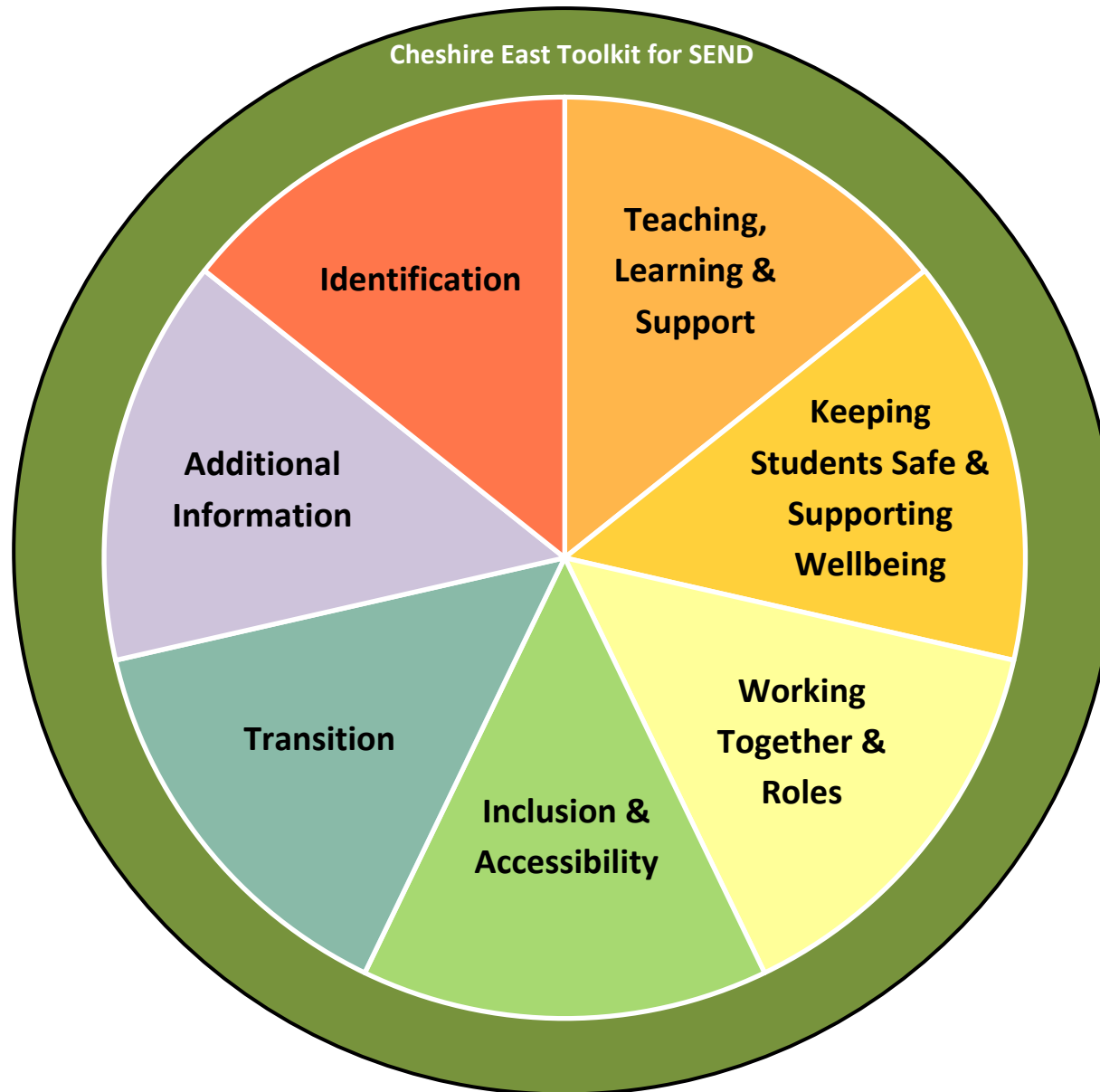


# Our SEND Information Report Autumn 2024 - Autumn 2025



## Our SEND Information Report Autumn 2024 - Autumn 2025

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<b>Name of Setting</b>	Brierley 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"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
<b>Specific Age range</b>	3-11
<b>Number of places</b>	
<b>Which types of special educational need do you cater for?</b> <i>(IRR)</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <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: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </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).



## Our Local Offer for Special Educational Needs and/or Disability



### 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)**

At Brierley Primary School staff, pupils, parents and outside agencies work as a team to identify children with SEN as early as possible. This can be done in a variety of ways:

- Through teachers' assessment and monitoring of children's ability across all areas of learning
- From parent/carer concerns or worries about their child
- Teacher/ parent or other outside agencies discussion with the class teacher
- Concerns from professional outside agencies such as Speech and Language Therapists, GPs, Educational Psychologists, Occupational Therapists and Physiotherapists.
- Support from the Cheshire East SEND toolkit.

Early identification is extremely important and as a team we work hard to identify any barriers to learning such as emotional, social, educational or behavioural issues. All staff have regular informal meetings termly to discuss any children who are not making expected progress and who may have a barrier to their learning. These concerns are shared with the SENCo and school leadership team.

After identification, school support is given by the class teacher, support staff and SENCo. The parents will be informed of the support their child will be receiving and involved throughout their child's school journey. Regular updates will be given to staff, parents/carers and the child to ensure all involved are working together to support the child. Depending on the level of need a child may require, work is catered to their needs. If the need is greater, they may require a form of intervention to close the gap in their learning. More professional assessments or outside agency involvement may need to be put in place to make a formal assessment of need. As part of a learning community, we participate in regular cluster meetings with the Educational Psychologist, Cheshire East Autism Team etc. The SENCo keeps a record of the children with additional needs and regularly monitors their support and progress throughout their school year. At Brierley we have several early interventions depending on the type and severity of need of the child.

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

If you have concerns about your child the first contact is the class teacher. They are available at the beginning or end of the school day and will be happy to make an appointment to discuss any worries or concerns. The class teacher may then seek the support of the school SENCo. Alternatively, the school SENCo can be contacted directly via the email addresses provided on the website.

**[hcunningham@brierley.cheshire.sch.uk](mailto:hcunningham@brierley.cheshire.sch.uk)**

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



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### Identification

The school's SEN policy and other relevant policies can be found on the school website by following this link:  
<http://brierley.cheshire.sch.uk/>

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### Teaching, Learning and Support

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

The school teaches pupils with SEN in accordance with the **Cheshire East Toolkit for SEND** (Updated 2023)  
<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>

The Cheshire East Local Offer can be found at <http://livewell.cheshireeast.gov.uk>

At Brierley it is our aim to ensure all pupils access the same enriched curriculum daily in a diverse and inviting learning environment. Our priority is the provision of high-quality class teaching which is adapted to meet the needs of all our learners. All staff are skilled at adapting teaching to meet the diverse range of needs in each class. Class based approaches might include a personalised curriculum, alternative forms of recording work, visual prompts and small group or individual teaching. Additional adults are used flexibly to help groups and individual children with a long-term goal of developing independent learning skills. Our goal is for children to be independent learners who do not rely on the support of adults within the classroom.

At Brierley we use a range of interventions to support children who require support beyond the classroom. These interventions are proven to have high levels of success when it comes to closing the gap in learning. We also offer bespoke interventions such as WellComm, social skills interventions and LEGO therapy. For those with significant or complex needs, the school seeks the advice of specialists, for example speech and language therapists, physiotherapists and occupational therapists. In some exceptional cases these specialists may work in school with the child, or school staff may attend consultation/therapy sessions out of school with the pupil.

For students receiving a large number of interventions and a high level of additional support this will be covered on a provision map and evaluated termly. Where children need a high level of SEN support, a SEN Support Plan (SSP) is written which will outline the provision available to each child and will be available to parents. Some children will need to continue on the graduated response and will require



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### Teaching, Learning and Support

an Education Health Care Plan in order for their needs to be met. In addition, parents will be 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 to support the School Focus Plan (SFP). There is also the opportunity to contact the school SENCo via email or telephone to discuss pupil's needs in more detail. In addition, termly informal support meetings for SEN parents are held in school.

### 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 children in their class by providing ordinarily available inclusive provision by adapting and scaffolding learning to their pupils' needs. As an inclusive school, we pitch learning at an appropriate level so that all children are able to access it according to their specific needs without putting a 'ceiling' on their learning potential. Typically, this might mean that in a lesson, the objective may be scaffolded or broken down into steps in order for children to narrow the gap. The benefit of this type of adaptive teaching is that all children can access the lesson and learn at their level. 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. Systems are in place to ensure information regarding pupils with SEN and medical needs is shared with all relevant staff, including supply teachers. 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 those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to adaptive teaching with specialist staff in school, for example the SENCo or a subject specialist teacher. All additional provision for pupils with SEN is overseen by the school SENCo, and monitoring of these pupils' progress takes place at regular pupil progress meetings held between all members of staff.

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

In order to ensure that ordinarily available inclusive provision approaches, the first stage of the graduated approach, are used fully in each classroom, a proportion of the SEN budget is used towards class-based provision. This may take the form of additional physical resources in classrooms e.g. additional computers, alternative seating etc. For those requiring provision additional to class-based approaches, funding facilitates the intervention programmes. In some cases, it may also be used towards providing additional human resources e.g. teaching assistants, therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e., outcome identified in discussion with teachers and parents or on Education Health Care Plans (EHCPs)). The SEND budget is the responsibility of the Head Teacher and SENCo and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.



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### Teaching, Learning and Support

#### **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's needs are first identified, a discussion takes place between the class teacher, SENCo and parents. It is at this meeting that goals will be set for the child and the provision/support that will be required in order to help the child achieve them. School staff are usually best placed to provide advice on the nature of the support/provision needed, but often 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. 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 (e.g., visualisers, writing slopes, coloured overlays etc.) to support pupils with SEN 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)**

Your child's progress is continually monitored by their class teacher. All school staff have high expectations of all learners. Monitoring of learners takes place on a day-to-day basis by class teachers and they are often best placed to identify where progress is falling or accelerating. For learners with the most significant needs, daily contact with families takes place, for example through informal conversations at the end of the day or sometimes in home school books. Formal monitoring of progress takes place termly in the form of pupil progress meetings held between all staff. Information about pupil progress is then shared with parents at parent teacher meetings and through the annual school report.

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

As a school we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised. If your child has an EHC Plan their views will be sought before any review meetings. Where appropriate, children at Brierley Primary School are invited to review meetings along



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### Teaching, Learning and Support

with their parents/carers, relevant school staff and outside agencies. Children are encouraged to have a voice and an understanding of their educational journey. Children will have the opportunity to discuss what they are doing well at prior to the meeting and what they would like to help improve their learning. Their thoughts and opinions are valued and added to the planning of provision for that child. 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 the child.

### 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, governors and other members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision. The SENCo works closely with a cluster of schools and various outside agencies which enables opportunities for consultation and continuing professional development. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. In addition, for those children with an EHC Plan, the individual opinions of pupils and parents regarding the effectiveness of support are formally sought annually and collated to inform decisions about future provision.

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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. Information about pupils with SEN is communicated to relevant school staff, which outlines any areas which could pose a risk to the pupil. Where risks are identified, measures are taken to limit these. Where a significant risk is identified a risk assessment would be carried out, and/or outside agency advice sought, and if needed, appropriate plans would be put in place. If required, additional support will be provided for unstructured times of the day. For any off-site visits, school adheres to Cheshire East offsite risk assessment procedures, and if necessary individual risk assessments would be carried out and shared with parents.

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

##### **PASTORAL**

We recognise that pupils with SEN can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PSHE teaching we offer a range of interventions, both commercially published and bespoke, to address



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### **Keeping Students Safe and Supporting Their Wellbeing**

specific issues as they arise. 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 also have available a range of assessment tools to support us in tracking and monitoring pupil's self-esteem and confidence.

#### **FRIENDSHIPS**

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff and pupils. We also offer a range of personalised social skills activities such as social stories and LEGO therapy.

#### **PEER / SIBLING SUPPORT**

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEN. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates. 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.

#### **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 take into account 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?**

We are aware that some children with SEN also have regular medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of specialist prescribed medication is that, following signed parental consent as well as a letter from a doctor/medical professional, pupils attend the school office where medication is kept in a locked box. Medicine is then usually administered in the presence of 2 members of staff who sign to acknowledge correct administration. In some cases, pupils' 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 is chosen, and the location of the medication is communicated to relevant staff. Where necessary staff will receive training in the administration of specific medication annually.





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### Keeping Students Safe and Supporting Their Wellbeing

#### **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 pupils' toileting needs. If needed, an Intimate Care Plan will be put into place and shared with parents.

#### **PRIVACY AND DIGNITY**

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, 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. 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 where possible, or allowing pupils to use the toilet at quieter times of the school day.

#### **SHARING OF MEDICAL INFORMATION**

We use a password protected integrated information management system for all electronic data in school which highlights pupils' SEN and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data, however confidential information is kept within a secure area and accessed by relevant staff only. Where information is required in greater or more personal detail the location of this information is shared with relevant staff. 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 in appropriate areas, accessible as required, with the 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 has specially trained staff who might work individually with children or might support pupils in a more holistic way (e.g. family support, peer support etc.). We have a range of



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### Keeping Students Safe and Supporting Their Wellbeing

interventions and outside agencies such as the Emotionally Healthy Schools Team and CAMHS to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development.

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

The school has a clear policy on behaviour which is implemented consistently throughout the school. The behaviour policy can be found on the school website. <http://brierley.cheshire.sch.uk/>

We have a system of rewards and sanctions which are followed by all members of staff and pupils. 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 key '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 where appropriate. A key focus of the school in supporting pupils whose behaviour challenges is to firstly understand this behaviour. Our focus is on proactively avoiding behaviours, de-escalating 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.

It is very rare that we would consider exclusion for any pupil. A copy of the school's exclusion policy can be found by following the link: <http://brierley.cheshire.sch.uk/>

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### Working Together & Roles

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

The class teacher has the overall responsibility for pupils' 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. 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. Those pupils who are SEN will be registered as part of a mainstream class, and the expectation is that their education will be delivered by the class teacher, supported by additional school staff. When necessary, children may be given time and space outside of the class for learning to take place.

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



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### **Working Together & Roles**

- The Headteacher and Assistant Headteachers oversee the running of the school, ensuring that all elements of a pupil's education are in place.
- The school SENCo has responsibility for co-ordinating the provision for pupils with SEN. They may work individually with pupils, and carry out assessments where required, and will usually host formal meetings such as annual reviews.

In addition to the class teacher and SENCo pupils might come into contact with the following;

- External agencies or specialists may provide additional advice and support. Their involvement will always be with the consent of the parent / carer.
- There are 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.

### **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?**

Systems are in place to ensure information regarding pupils with SEN and medical needs is shared with relevant staff including supply teachers. All class teachers and relevant school staff will have access to a copy of personalised support plans, EHC Plans and there are regular opportunities to discuss the content of these.

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

All school staff have a good awareness of SEN through regular staff meetings etc. Regular meetings are held to enable staff to work with the SENCo to develop their practice in relation to the specific needs of the pupils in their classes.

The school SENCo is a specialist member of staff with a specialist qualification (National Award for SEN Co-ordination).

There are several FFT Wave 3 trained members of staff.

An attendance officer who works closely with the Cheshire East Educational Welfare Officers (EWO)

ELSA trained staff member.

### **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 has close links and works with a wide range of outside agencies according to the current needs of pupils within school and the availability of support from agencies; these may include physiotherapists, occupational therapists, experts from the Cheshire East Autism Team, the Educational Psychologists and Speech and Language Therapy Services (SALT). Where appropriate, we organise multi-agency



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<b>Working Together &amp; Roles</b>	meetings to discuss pupils' needs (e.g. Early Help Meetings, or Child Centred Planning Meetings) and aim to ensure good communication with these groups in order to meet the needs 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 is also available to support you in matters relating to SEN.
<b>Who is the SEN Coordinator and how can I contact them? (IRR)</b>	The school SENCo is Mrs Cunningham. She can be contacted via telephone or email which can be found on the school website. <b>hcunningham@brierley.cheshire.sch.uk</b>
<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. There is a designated governor for SEND (Samantha Copeland), and regular discussions between the SEND governor and SENCo take place to monitor progress of pupils with SEN.
<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. Pupils' opinions are sought at a level which is accessible to the individual. For some learners this may mean that they are supported to express their views in alternative formats. 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 and to share the views of their class.
<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. listening to children reading, accompanying trips and visits, attending 'stay and play' sessions. There are opportunities to join the Parent, Teacher and Friends Association (PTFA) 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>	



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### Working Together & Roles

We recognise that there can be a huge amount of paperwork as a parent of a child with SEN. The SENCo provides support to parents as required. This may be completing forms with parents, or signposting them to agencies who can help further such as family support workers. Information about parent support groups is shared with parents in a number of ways throughout the school year via the school newsletter and website. The School SENCo may also contact parents directly via email or telephone.

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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 SEN 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 all of which are available to every pupil regardless of need. For those pupils whose very high levels of need mean that the standard out of school activities on offer are inappropriate we seek to liaise with families about suitable alternatives.

#### 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)





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### Inclusion & Accessibility

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

Details (if required)

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our access plan can be found on the school website.

Pupils with SEN are supported to access the facilities available to their peers, providing additional adult support for sports sessions etc. 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. Some of our higher needs pupils may use a total communication approach (signs, symbols and speech). In order to support these pupils, some pupils in school are familiar with some basic signs from the signalling system (Makaton).

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### Transition

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

For information regarding admission to our setting please phone or email the main school office who will discuss this process with you.

*Brierley 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?

Parents can arrange to view the school by contacting the school office on 01270 698840 or via email on the school website <http://brierley.cheshire.sch.uk/>

At request, the SENCo, Assistant Headteachers or Headteacher can meet with parents and show them around the school, answering any questions they may have.



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### Transition

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**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)***

We recognise that 'moving on' can be difficult for a child with SEN and as a school we take steps to ensure that the transition is as smooth as possible.

If your child is moving from another setting:

- We will arrange for your child to have a look around the school and possibly a day visit to meet staff and establish what may need to be put in place before your child attends Brierley.
- We will hold a multi-agency action for inclusion meeting if your child is identified as having a high level of need.
- We will endeavour to make sure that all records about your child are passed on as swiftly as possible.

If your child is moving to another school:

- We will contact the new school's SENCo to ensure they know about any possible special arrangements that may need to be arranged.
- We would try to arrange a visit to the school before the move.
- We will make sure all records about your child are sent on as swiftly as possible.

When moving classes in school:

- Children have two weeks of moving up sessions with their new class teacher at the end of the summer term so they are prepared for the new start in September
- All information about your child will be passed onto the new class teacher in advance and a planning meeting will take place with the new teacher.
- If your child would be best supported by a social story or now and next board when moving up this will be made for them.

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### Additional Information

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



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### Transition

Parent partnership can be accessed by following this link

[https://www.cheshireeast.gov.uk/schools/parents/parent\\_partnership.aspx](https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx)

CEAS: Cheshire East Information Advice and Support (Formally Parent Carer Forum) <http://ceias.cheshireeast.gov.uk/home.aspx>

Cheshire East Autism Team [theautismteam@cheshireeast.gov.uk](mailto:theautismteam@cheshireeast.gov.uk)

Educational Psychologist Team

[www.cheshireeast.gov.uk/children\\_and\\_families/special\\_educational\\_needs/educational\\_psychology\\_service.aspx](http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/educational_psychology_service.aspx)

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

Autumn 2024 to be reviewed Autumn 2025

### 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 <http://livewell.cheshireeast.gov.uk>

### 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, Assistant Headteachers or the Headteacher. In the majority of cases, we find that by talking things through we are able to find solutions to most problems.

Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupil's SEN can be found in the Cheshire East Local Offer

[https://www.cheshireeast.gov.uk/schools/school\\_governors/complaints\\_-\\_schools.aspx](https://www.cheshireeast.gov.uk/schools/school_governors/complaints_-_schools.aspx)