

# Willaston Academy's 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

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<b>Name of Setting</b>	Willaston Primary Academy
<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 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: 200px;" type="text"/>
<b>Specific Age range</b>	3-11 years
<b>Number of places</b>	240 <a href="#">Published Admission Number</a> is 30 per year.
<b>Which types of special educational need do you cater for? (IRR)</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; 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>
<p><b>How will you know if my child or young person needs extra help? <i>(IRR)</i></b></p> <p>As a school team we use our wide range of experience to help us identify those pupils who may need extra help. We consider the whole child and will look at a child's learning, social and emotional well-being and any changes in their behaviour.</p> <p>To make sure we identify those pupils as soon as possible, we have different ways of sharing information and concerns.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>• Regular informal/formal discussions with the Class Teacher, SENDCO and Head Teacher about pupil's progress in each class - during which we identify any pupils who are not making expected progress.</li> <li>• As a staff we share any concerns about progress or concerns about a pupil's general well being.</li> <li>• Discussion with parents and listening to their concerns or worries, involving the SENDCO where possible.</li> <li>• Discussion with the pupil and listening if they say they need extra help or have worries.</li> <li>• Liaison with any other professionals such as health professionals.</li> <li>• Discussion with any previous school or any prior education setting the pupil may have been at.</li> <li>• Extra transition meetings between year groups and parents for SEN pupils.</li> </ul>
<p><b>What should I do if I think my child or young person needs extra help?</b></p> <p>If you think your child needs extra help you should:</p> <ol style="list-style-type: none"> <li>1. Speak to the class teacher and make an appointment to discuss your concerns with him or her after school.</li> <li>2. The class teacher may invite the Special Educational Needs Coordinator (SENDCO) along to listen to your concerns and help plan next steps where it is needed.</li> <li>3. You can contact the SENDCO directly by making an appointment with the school office or emailing her at <a href="mailto:SENDCO@willastonacademy.co.uk">SENDCO@willastonacademy.co.uk</a></li> </ol>
<p><b>Where can I find the setting/school's SEND policy and other related documents? <i>(IRR)</i></b></p> <ul style="list-style-type: none"> <li>• Please visit our website at <a href="http://www.willastonprimaryacademy.co.uk">www.willastonprimaryacademy.co.uk</a></li> <li>• The website provides you with all the relevant school policies and documents relating to the provision offered to our pupils.</li> </ul>

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### Identification

The Chancery Multi Academy Trust policies, including the SEND and Supporting Pupils with medical conditions can also be found  
<https://www.chancerytrust.co.uk/keymatdocuments/policies/>

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### Teaching, Learning and Support

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

- The school teaches pupils with SEND in accordance with the Cheshire East area wide offer (see [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer) )
- We are an inclusive school and aim to provide a learning environment, which will meet a wide range of different needs.
- In the school we have a wide range of expertise and skills which support teaching, learning and support for pupils with SEND across the school day.
- We adapt learning across the curriculum to meet individual needs. Sometimes a pupil will need a very personalised approach to learning across the school day; other pupils will need learning scaffolded to meet their particular needs whilst still providing challenge.
- Planning for SEND pupils is done by the individual class teachers with the support of the SENDCO and includes quality first teaching.
- Parents are invited to a Parents Meeting with the class teacher and SENDCO, three times a year, in addition to parent evenings, to review the impact of provision on the learning outcomes.
- Additional adults or key people are used flexibly across the school and may be in a class to support an individual or groups of pupils or may be supporting pupils during playtimes and lunchtimes. Our aim is to develop the pupil's independence across all areas of learning and the school day

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

- As an inclusive school we all work within the school curriculum and we adapt the learning environment to ensure all pupils can access their learning at an appropriate level. This may mean that learning and the school environment is differentiated or personalised to meet specific needs and/or it may mean that specialist equipment or adaptations are put in place, or that the learning is differentiated or scaffolded to

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### Teaching, Learning and Support

account for individual specific needs.

- We seek professional advice from other agencies, such as the Cheshire East Autism Team to help us match the curriculum and learning environment to a pupil's needs.

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

- The Head Teacher decides on the budget for special educational needs in consultation with the school governors.
- The Head Teacher and the SENDCO regularly review the special educational needs across the school and make changes if they are needed.
- Resources for pupils with special needs are, as far as possible, met from the school budget.
- The resources are allocated on a needs basis. Resources may be specialist equipment, additional adult support or outside agency support.
- Some pupils' needs may be very complex and they may need a key person at times across the school day.
- The Head Teacher and SENDCO strategically manage the SEND budget. The budget and its allocation is regularly reviewed over the year to meet any changes in pupils' needs or resources available.
- Where a pupil's needs are more complex and it is felt that additional funding is needed to meet his or her needs this will be discussed with parents at the regular review meetings and consideration will be given to making an application for an Education Health and Care plan needs assessment. If parents agree then the school will work in partnership with parents to apply to the local authority for extra funding.

### 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 pupil is first identified as requiring significant additional support, parents will be invited to meet with the class teacher and SENDCO.
- During the meeting the desired outcomes for the pupil will be discussed and how these will be achieved will be agreed.
- These will be shared with the pupil and his or her views will be included in the decision.
- The school has a wide range of expertise and understanding about the type of support a pupil may need; if there are any differences of opinion about the support a pupil needs to achieve the agreed outcomes then outside expert help will be sought – for example Educational Psychologists or the Cheshire East Autism team – to support the decision.
- All resources training and support are reviewed regularly and changes made as needed.

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### Teaching, Learning and Support

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

- If any specialist equipment or facilities are required then, where possible, this will be met from within the school budget, for example a writing slope and scribes for exams.
- Where specialist equipment or facilities are required that the school does not already have, then the school will review the equipment or facilities needed with the parent, pupil and any specialist agency, such as a teacher of the deaf or occupational therapist. This may then be met by the school budget or may form part of the provision within an Education Health and Care Plan, for example specialist hearing aids for a deaf pupil.
- Some specialist equipment can be secured on loan from specialist agencies, and across the Partnership we have the opportunity to share resources.

#### How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

- Your child's progress is continually monitored by the class teacher and it is formally reviewed by the Head teacher and SENDCO three times a year.
- The class teacher continually monitors the progress and support for pupils with special needs and if they are concerned about any aspect of your child's progress, they will contact you to discuss it and seek advice from the SENDCO.
- There are assessments which are statutory and you will receive these results at the required time for example: EYFS (Early Years Foundation Stage) baseline, statutory assessment results.
- Pupils with SEND will have 3 Parents meetings each year, in addition to the school cycle of parents' evenings. They will be invited to meet the class teacher (and SENDCO twice per year) to review progress towards outcomes and plan next steps.
- Pupils with a statement or an Education Health and Care plan will have a formal Annual Review each year which will be one of the three review meetings.
- If you are worried or have any concerns between meetings, then you are encouraged to discuss them with the class teacher or make an appointment to discuss them with the SENDCO.
- If the teacher or SENDCO has any concerns or worries during the year then they will contact you either by a phone call, email or at the end of the school day to arrange a time to meet to discuss their concerns.
- At times, some pupils and their parents benefit from a home school contact book.
- When a pupil first comes to school or has perhaps had a challenging time, individual daily face-to-face feedback may be needed for a short time.

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### Teaching, Learning and Support

- All pupils receive an Annual Report in the summer term.

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

**(IRR)**

- We encourage the active participation of pupils in all aspects of their learning.
- We have a pupil voice (School Council).
- Pupils' views are sought prior to support plan updates and targets are discussed with the pupils.
- The SENDCO and headteacher talks to SEND pupils across the year about their learning and support they receive.
- Through our assessment policy we identify areas of progress and areas that need further development. (see [www.willastonprimaryacademy.co.uk](http://www.willastonprimaryacademy.co.uk))
- Across the year we discuss with all pupils their learning and plan next steps with them.
- For the Annual Review process, the pupil's ideas and thoughts about the year are reported in the statutory paperwork. The pupil is invited to share in part of the review meeting, if appropriate.
- We ask pupils about their learning and how they learn best, which is often key to reaching the learning outcomes that have been agreed.

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

- The Head Teacher and SENDCO review the provision and effectiveness for SEND on a regular basis and adapt the provision as required.
- We plan the support for SEND pupils through a Provision Map.
- The successes of any intervention or support programmes are monitored closely, to ensure that they are both effective and good value for money.
- The SEND Governor maintains an overview of the school's provision through termly meetings with the SENDCO and provides feedback to the Governing Body.
- The SENDCO formally reports annually to the Governing body.



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





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### Keeping Students Safe and Supporting Their Wellbeing

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

- We follow the schools safeguarding policy (see [www.willastonprimaryacademy.co.uk](http://www.willastonprimaryacademy.co.uk))
- We aim to include all pupils in all aspects of the school day and the curriculum. Some pupils need a more personalised approach and need extra support at different times of the day. To ensure they stay safe and to support their well being, we may, at playtimes, provide an alternative quiet space or at lunch time provide a quieter place than the hall to eat their dinner.
- Some pupils will have more complex difficulties or medical needs and may need a named key person outside the classroom, this may include a personalised meet and greet session each day and a debrief at the end of the day.
- We carry out risk assessments for all off site activities and residential visits. If we feel a pupil needs extra support to ensure his or her safety and well being, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip.
- A first aider is included as part of the staff team for all off site activities.
- *At breaktimes, at least four members of staff are on duty on each playground. During lunchtime, midday assistants and members of staff supervise children in the dinner hall and play areas. If necessary, 1:1 adult supervision is provided for children with complex needs. Risk assessments are in place for all areas of the school; these are updated annually. Individual pupil risk assessments are provided if necessary. Risk assessments are prepared for all school trips through the local authority EVOLVE system*

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

- Our school is a nurturing school and all staff are part of the pastoral support system.
- We understand that pupils with SEND can face many challenges which may impact on their overall well-being and they may need extra pastoral support. After discussion with the pupil and parents we may name a key person to add an extra point of contact and individual support.
- Developing friendships can be challenging and to support this we offer a range of different social skills activities, which are often personalised to meet individual needs.
- At our school, we promote No Outsiders. The No Outsiders curriculum teaches children to respect and accept difference and diversity using the Equality Act 2010 (British Law) as a solid foundation. It supports other work we do in school to prepare children for life in modern Britain and teaches the children British Values
- We have a member of staff who is ELSA trained (emotional literacy support). Several members of staff have received emotionally healthy schools

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### Keeping Students Safe and Supporting Their Wellbeing

training.

- We have members of staff with dedicated time to lead 'drawing and talking' and Lego Therapy interventions.
- We are mindful that it can be challenging for brothers and sisters of pupils with a special need and where needed, will give opportunities for them to have a 'time to talk' with a key adult and be sensitive to their needs as well.
- We do not tolerate bullying in our school and we follow our school policy. (see [www.willastonprimaryacademy.co.uk](http://www.willastonprimaryacademy.co.uk))

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

- The school has an administration of medicines policy. (see [www.willastonprimaryacademy.co.uk](http://www.willastonprimaryacademy.co.uk))
- If medication is prescribed by the Doctor the parent needs to request that the school administers the medicine and then must fill in and sign a form at Reception and a First aider will give it to your child.
- We work closely with the School Nurse and if medication needs to be taken over time in school, then after discussion with the school nurse, parents and staff, a plan is agreed and put in place.
- We have yearly training on the administration of Epi pens and would seek any extra training needed to address any other specific needs that a pupil may have.
- We have regular staff updates on any medical conditions affecting individual pupils so that all staff are aware of their particular needs.
- We review all personal hygiene plans to ensure we respect a pupil's privacy and dignity.
- Staff in school are experienced in supporting children to become independent in their toileting, right from the foundation stage through to year 6. We find it best if school and parents use the same procedures so that the child receives the same message. Children are encouraged to take responsibility for their own toileting. Where needed, advice from outside agencies is sought. Every care is taken to ensure the child's dignity remains intact.
- For children with complex medical needs, a Health Plan is designed between the class teacher, parents, child and SENDCo which details the signs and symptoms of the child's condition and the course of action the school staff need to follow. This plan is then copied to everyone working in the school setting.
- We would ask parents to inform school if a pupil has time off for medical appointments and we will record this absence as 'medical'.
- We have trained First aiders whose training is regularly updated. There is list of First Aiders available at the school.
- A first aider is included as part of the staff team for all off site activities.

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### Keeping Students Safe and Supporting Their Wellbeing

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

- Our school ethos is to nurture all pupils.
- We have small group and individual intervention activities, where appropriate, providing the children with tools and strategies to develop socially and emotionally..
- We have a strong PSHCE curriculum.
- The class teacher has overall responsibility for the pupils in their class; sometimes a pupil with special needs may need extra support and a key person or mentor may be chosen to fulfil this role.
- We seek advice from other agencies such as Child and Adolescent Mental Health Service (CAMHS) and Cheshire East Autism Team (CEAT).
- Where a child needs extra help developing their emotional and social skills we may put in support such as: social skills group, reflection time, quiet time, daily meet and greet, personalised learning, buddy system.
- We have a fully equipped sensory room in school which is used for individuals and groups.
- Focussed lunchtime support may be given to identified pupils.

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

- We have a positive approach to supporting and developing good behaviour.
- Our good Behaviour and Discipline Policy can be found on our website (see [www.willastonprimaryacademy.co.uk](http://www.willastonprimaryacademy.co.uk))
- We recognise that challenging behaviour is not a special educational need, but we also recognise that some SEN pupils' behaviour may need extra support and understanding. Parents are involved in identifying and discussing specific issues and personalised behaviour strategies will be built into the class teacher's planning under quality first teaching. This will be monitored and reviewed regularly.
- If there is a risk of exclusion, parents are fully included in all aspects of the process and outside agencies will be contacted for advice. (see [www.willastonprimaryacademy.co.uk](http://www.willastonprimaryacademy.co.uk))
- Attendance is monitored daily. Where a pupil with special education needs has poor attendance, we would seek to discuss this with the parent and where possible seek advice from the Education Welfare Officer.

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### Working Together & Roles

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

The role of the class teacher is:

- To deliver quality first teaching and adapt it to meet individual pupil's needs.
- To check progress across the year and identify where additional help or support may be needed.
- To discuss with the SENDCO any extra additional help your child may need.
- To set SMART targets three times per year and share these with the child, parents, SENDCO and additional adults
- To plan with any additional adults or key people the implementation of any extra support or intervention.
- To listen to specialist advice such as Cheshire East Autism Team (CEAT) and adapt teaching and learning as advised.
- To be the first point of contact for parents.
- To have overall responsibility for pupils' learning and their day-to-day well being in school.
- To ensure the School's SEND policy is followed in their classroom.

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

- The Head Teacher
- SEND Governor
- The SENDCO
- Key worker or a Learning support Assistant may have a role depending on the pupil's needs at the time. Pupils may work with different adults throughout the day.
- Outside agencies may have a role, for example speech and language therapist, Educational Psychologist.

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

- The SENDCO shares the information about a child's SEN or EHC plan with key staff and where necessary helps plan with staff how the outcomes can be achieved.
- Staff are regularly updated about any significant changes to provision through staff meetings and through formal and informal discussions.
- Each child with an EHC Plan or is recorded on the school based SEN support will have a Support Plan to help support and explain the child's

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### Working Together & Roles

needs, interests and strengths.

- The Support Plans will be collaboratively developed with the pupil, the parents, the teacher and the SENDCO and will take into account any advice given by other agencies, such as Educational Psychologist.

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

- The school has a wide range of expertise and skills to support pupils with SEND. These include:
  - A SENDCO who has the nationally accredited SENDCO award.
  - Members of staff trained in Makaton and a whole school approach to being Makaton Friendly.
  - Tas trained in ELSA< Drawing and Talking and Lego Therapy
  - All our class teachers hold qualified teacher status and all staff receive regular training on how best to support our pupils with SEND, for example in dyslexia, autism, ADHD and speech and language.

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

As a member of the Nantwich Education Partnership our school is supported by a Lead SENDCO who visits the school regularly and supports all aspects of SEND across the school. We have:

- Educational psychologists cluster meetings are held half termly.
- Cheshire East Autism Team cluster meetings are held half termly.

Support and advice is sought and implemented from external agencies to ensure any barriers to success are identified and responded to. These include the:

- Educational Psychologist
- Cheshire East Autism Team
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse
- Medical services such as the Community Paediatrician, the Continence Service, occupational health and physiotherapy.

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<b>Working Together &amp; Roles</b>
<ul style="list-style-type: none"> <li>• Speech and Language Therapy Team</li> <li>• Springfields outreach</li> <li>• Occupational therapist and Physio</li> <li>• OT sensory team</li> <li>• Medical Needs Team.</li> <li>• Social Care</li> </ul> <p>The Cheshire East local offer is available at: <a href="http://www.cheshireeast.gov.uk/localoffer">www.cheshireeast.gov.uk/localoffer</a></p> <ul style="list-style-type: none"> <li>• Wrap around care is provided by school through our Out of Hours provision. Further information can be found on the website (see <a href="http://www.willastonprimaryacademy.co.uk">www.willastonprimaryacademy.co.uk</a>)</li> </ul>
<b>Who would be my first point of contact if I want to discuss something?</b>
<ul style="list-style-type: none"> <li>• The first point of contact is the class teacher.</li> </ul>
<b>Who is the SEN Coordinator and how can I contact them? (IRR)</b>
<ul style="list-style-type: none"> <li>• The school SENDCO is Mrs Helen Bradbury-Smith.</li> <li>• You can contact her via email - <a href="mailto:SENDCO@willastonprimary.co.uk">SENDCO@willastonprimary.co.uk</a></li> </ul>
<b>What roles do have your governors have? And what does the SEN governor do?</b>
<ul style="list-style-type: none"> <li>• The school governors have responsibility for ensuring the quality of provision across the school.</li> <li>• There is a designated governor for SEND and there are regular meetings between the SEND governor and SENDCO, to ensure that all pupils, including those with a special need or who are looked after, make progress.</li> <li>• The SEND Governor is Mrs Toni Brookshaw</li> <li>•</li> </ul>
<b>How will my child or young person be supported to have a voice in the setting, school or college? (IRR)</b>
<ul style="list-style-type: none"> <li>• Pupil voice is very important and valued in our school.</li> </ul>

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### Working Together & Roles

- We have pupil voice questionnaires and school council.
- We formally record the pupil's thoughts before each Annual Review and this forms part of the official review process.
- Where possible we invite pupils to come into a part of the Annual Review meeting so they can share their ideas and viewpoint.
- Pupil's views and ideas are included in the Pupil Passport. The pupils review their Support Plans, with the SENDCO, at least three times a year and this helps inform the parents and teacher review meetings.
- Parents views are collected termly at regular SEND support plan meetings. A parent questionnaire is distributed yearly and feeds into the action plan for the following year.

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

We encourage parents to be actively involved in the school, for example by:

- Joining the 'Friends of Willaston' Association (School PTA)
- Being a 'Parent helper' in class or as a volunteer reader.
- Helping on trips.
- We have an active website which has up to date information and news. (see [www.willastonprimaryacademy.co.uk](http://www.willastonprimaryacademy.co.uk))
- Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.

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

- The school, led by the SENDCO, provides support to parents as required. If a parent wishes to discuss any concerns with the SENDCO then an appointment should be made with the office or she can be emailed on [SENDCO@willastonacademy.co.uk](mailto:SENDCO@willastonacademy.co.uk)
- The school will signpost to organisations, such as Cheshire East Information, Advice and Support and will signpost to the LA Local offer for information and guidance. The Cheshire East Local Offer is available at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)
- If any of our pupils are entitled to transport to school we would liaise with parents, taxi drivers / escorts and the transport co-ordinator team on a regular basis.

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### Inclusion & Accessibility

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

- We aim to include all pupils in all aspects of the school inside and outside the classroom.
- Some pupils need a more personalised approach and need extra support for different activities outside the classroom eg an extra adult, social story.
- We carry out risk assessments for all off site activities and residential visits, to ensure that everybody's health and safety will not be compromised.
- If we feel a pupil needs extra support to ensure his or her safety and well being, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip or a more personalised approach to the activity or trip.
- If in the unlikely event that it is considered unsafe for a pupil to take part in an activity in school or out of school then we will organise alternative activities for the pupil.

#### 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 schools accessibility plan can be found at [www.willastonprimaryacademy.co.uk](http://www.willastonprimaryacademy.co.uk) . Our practice is and policy adheres to the Equality Act 2010. Where translation is needed to support parents understanding of English, we will endeavour to support this through use of translation services.

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<b>Transition</b>
<p><b>Who should I contact about my child/young person joining your setting, school or college? (IRR)</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Please contact our Head Teacher via the office to make an appointment to visit our school.</li> <li>• Please refer to our admissions policy: <a href="http://www.willastonprimaryacademy.co.uk">www.willastonprimaryacademy.co.uk</a></li> </ul>
<p><b>How can parents arrange a visit to your setting, school or college? What is involved?</b></p> <ul style="list-style-type: none"> <li>• Parents are encouraged to visit the school and should ring the school office to make an appointment with the Head teacher and SENDCO on 01270 661528</li> </ul>
<p><b>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)</b></p> <p>Transition can be a difficult time for both your child and the family.</p> <ul style="list-style-type: none"> <li>• If your child is moving to another school we will: <ul style="list-style-type: none"> <li>○ Endeavour to contact the new school's SENDCO and share information about any special arrangements which have been in place to support your child's learning and inclusion.</li> <li>○ We will transfer all records about your child as soon as possible.</li> </ul> </li> <li>• If your child is starting in EYFS <ul style="list-style-type: none"> <li>○ We would welcome contact from you when you are considering Willaston Primary Academy as your choice of school.</li> <li>○ We would like you to let us know if you have formally indicated us as your first choice school.</li> </ul> </li> <li>• When we know your child is joining our school we will: <ul style="list-style-type: none"> <li>○ Meet with you and anyone else who can help prepare and support your child's move to our school.</li> <li>○ We will visit the pre school setting and may put in place extra visits with key workers.</li> </ul> </li> </ul>

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### Transition

- We will meet with you to discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.
- We may decide together that we need an inclusion plan.
- We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and met during transition.
- If your child is moving to Year 7
  - We will support you when you begin to consider which high school will best meet your child's needs.
- When we know which school your child is moving to:
  - The High school SENDCO will visit our school to share information.
  - Where possible the High school SENDCO will be involved in any Annual Reviews in Year 6.
  - Extra visits may be arranged in consultation with your child, both schools and parents.
  - We will meet with you and anyone else who can help prepare and support your child's move to the school.
  - We will meet to discuss your child's needs and plan together how we can best meet your child's needs and make the transition to high school successful.
  - We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and transition between schools is successful.
  - We will transfer all records about your child as soon as possible.

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<b>Additional Information</b>
<p><b>What other support services are there who might help me and my family? <i>(IRR)</i></b></p> <p>Please look at Cheshire East’s Local Offer for further information about the support services available to help you and your family  <a href="http://www.cheshireeast.gov.uk/localoffer">www.cheshireeast.gov.uk/localoffer</a></p> <p>Parent Partnership are now named Cheshire East Information Advice and Support.  <a href="http://ceias.cheshireeast.gov.uk">http://ceias.cheshireeast.gov.uk</a></p>
<p><b>When was the above information updated, and when will it be reviewed?</b></p> <p>This school report was updated October 2024.            It will be reviewed in October 2025.</p>
<p><b>Where can I find the Cheshire East Local Offer? <i>(IRR)</i></b></p> <p>The Cheshire East Local Offer can be found at <a href="http://www.cheshireeast.gov.uk/localoffer">www.cheshireeast.gov.uk/localoffer</a></p>
<p><b>What can I do if I am not happy with a decision or what is happening? <i>(IRR)</i></b></p> <p>If a parent is unhappy with the provision that we are making for their child, then you should initially approach the class teacher or the school special educational needs coordinator (SENDCO).            If this does not resolve the problem then the parent should speak to the Head teacher and then the school SEN governor.            If the parent still does not feel their complaint has been dealt with, then we advise that they seek advice from Cheshire East Information Advice and Support.  <a href="http://ceias.cheshireeast.gov.uk">http://ceias.cheshireeast.gov.uk</a>            Parents are advised that the school complaints policy is accessed through our website  <a href="http://www.willastonprimaryacademy.co.uk">www.willastonprimaryacademy.co.uk</a></p>