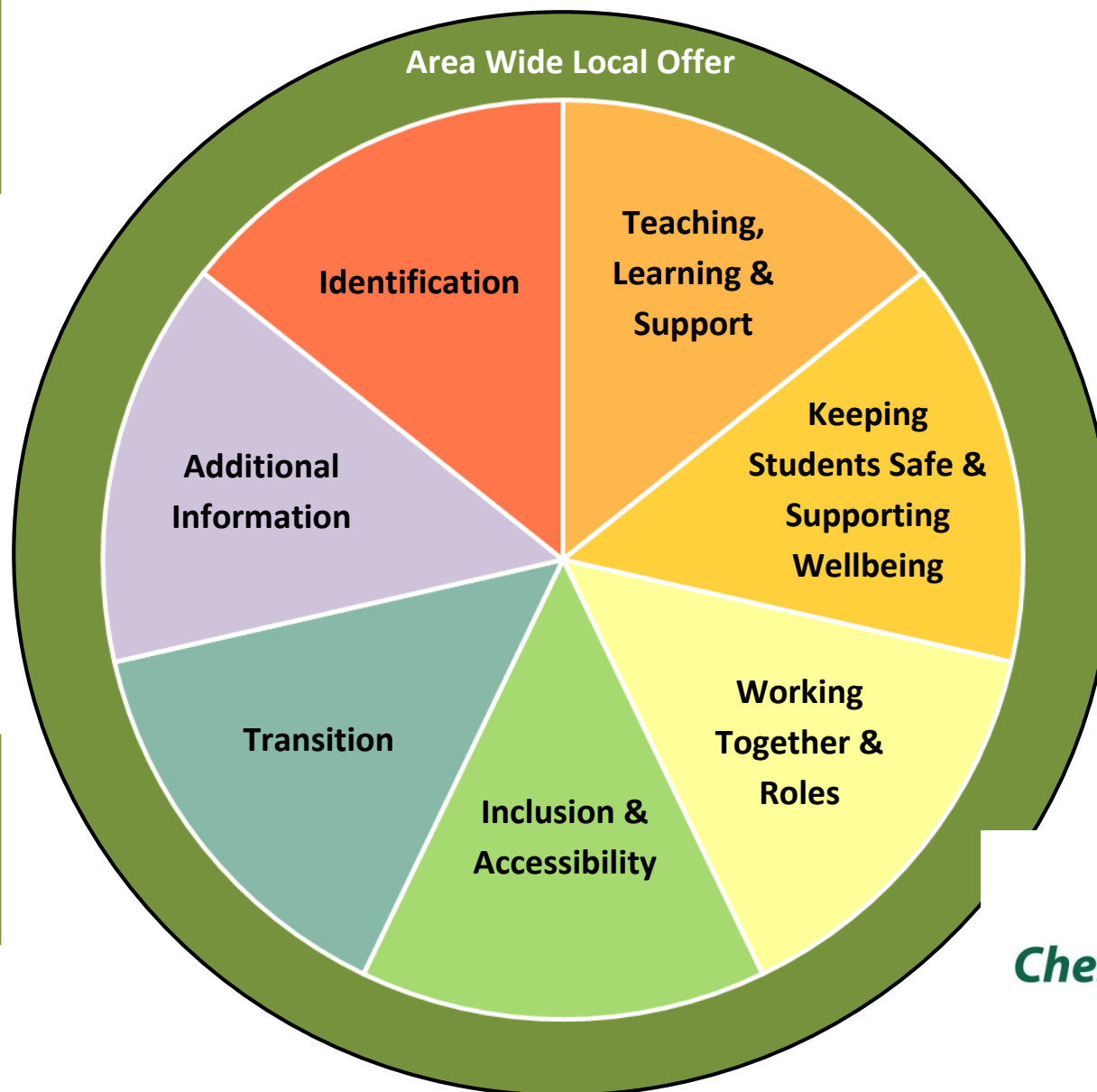


The Dingle Primary School Special Educational Needs and/or Disability Information Report

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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Name of Setting	The Dingle Primary School
Type of Setting (tick all that apply)	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input type="text"/>
Specific Age range	4 – 11 years
Number of places	Mainstream places (PAN): 50 per year, rising to 60 in current years R – Year 3
Which types of special educational need do you cater for? (IRR)	<div> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

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

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

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)	
<p>Pupils with SEND are identified as early as possible in our school. Initial identification could be due to concerns raised by parents or by a member of staff working directly with the child. These concerns may relate to general wellbeing, emotional or social difficulties, behaviour, progress in the curriculum measured from their starting point and in comparison to their peers, or speech and language difficulties. Staff receive support from the SENCO and regular training in order to ensure that they are fully aware of the signs that would indicate that a child needs extra support. They also have access to the Cheshire East SEND Toolkit, (https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx) which provides detailed guidance on how educational settings can identify children and young people with different types and levels of need, and information on appropriate steps and strategies to support them.</p> <p>Pupil progress is assessed and tracked termly, and is monitored by the senior leadership team, also on a termly basis. Any child not making expected progress is highlighted as a 'First Concern' pupil, with plans put into place in order to address the issues. For the majority of pupils, Quality First Teaching within the classroom, and providing scaffolding, differentiated work and teaching assistant support for some lessons is the approach taken. However, a small minority of pupils may still struggle to achieve the expected progress, and concerns will be discussed with the school SENCO, class teacher, parents and pupil. If all agree, the pupil will be added to our SEND support register, and a School Support Plan (SSP) is then initiated and put into place, which might include interventions outside the classroom, usually carried out by a trained teaching assistant overseen by the class teacher. In some cases where pupils have a higher level of need, the SENCO will consult with an outside agency for further advice and support. This could be, for example, an Educational Psychologist, school nurse, occupational therapist, speech therapist, or a member of the Autism team.</p> <p>The SENCO keeps a register of any pupil requiring extra support, carefully monitoring their progress in order to plan appropriate provision across all year groups.</p>	
What should I do if I think my child or young person needs extra help?	
<p>If you have concerns regarding your child, the first point of contact in school should always be the child's class teacher. Teachers are usually available most days, either at the beginning or the end of the school day. If you require a longer discussion, it is better to make an appointment. The class teacher may then seek the support of the SENCO.</p> <p>Alternatively, the SENCO can be contacted directly through the school office or at senco@dingle.cheshire.sch.uk.</p>	
Where can I find the setting/school's SEND policy and other related documents? (IRR)	

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Identification

The school's SEND policy and other relevant policies can be found on the school website by following this link:
(<http://www.dingle.cheshire.sch.uk/page/policies/86295>) The Policy can also be found on the SEND page of the website.

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Teaching, Learning and Support

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

The school will use our best endeavours to ensure that the necessary provision is made for any pupil who has SEN or a disability, in order for them to achieve their best and become confident individuals.

Our priority is to provide each child with access to appropriate learning opportunities in an inclusive environment. Four types of action are adopted to form part of a cycle, known as the Graduated Approach. The four actions are Assess – Plan – Do – Review.

Quality First teaching is of paramount importance, providing scaffolding or differentiated work within the classroom in order to meet the needs of all learners.

Class based approaches include visual aids such as task lists, word mats, alternative forms of recording work, buddy systems, paired or small group work etc.

For some pupils, further support and intervention may be required when they are withdrawn from the classroom and taught within a small group or on an individual basis for a small part of the day. The school uses a range of commercially available interventions such as Beat Dyslexia, IDL, Write from the Start, Cool Kids, Socially Speaking etc. Others are more personalised approaches, such as Precision teaching, Sensory Circuits, Attention Autism, or social skills work.

In some instances, the school may seek guidance from other professionals via outreach support from another setting, for example Springfield school or Cornerstones, or from a health professional, such as a Speech Therapist or Occupational Therapist. They will come into school and work with pupils individually, or give advice and support to class teachers. They may also provide individual programmes of support that are carried out by trained teaching assistants during the school day.

Where additional support is needed, a School Support Plan will be created, outlining the details of the provision that is being made available for the pupil. Parents are fully involved in the planning of support for their child, and they have the opportunity to discuss their child's progress at regular review meetings/parents' evenings. There is also the opportunity for parents to discuss their child with the SENCO or any other senior leader.

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 the learners in their class. Differentiation is visible through groups, work tasks, levels of support, and resources. Learning objectives are made clear and are achievable for all pupils. Teachers are aware of each child's strengths and difficulties, and will plan for them accordingly. All pupils are encouraged and supported to become independent learners, and this is done in various ways, depending on the pupil. For example, a pupil with writing difficulties may have their own personalised word mat, or prompt cards; a pupil who has concentration difficulties may have task lists, and a

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Teaching, Learning and Support

timer, having their tasks broken down into more manageable parts. All pupils, including pupils with SEND, are provided with regular feedback, both through our marking system and verbally, so that they know exactly what they need to do in order to progress to the next level. As far as possible, tasks are matched to the strengths and abilities of each pupil in order to ensure that they maintain progress.

For pupils that need extra support in order to meet the targets on their School Support Plans, the class teachers are encouraged to discuss different approaches towards differentiation and support with the SENCO, and they may also be placed on a specialist intervention programme.

All additional provision for pupils with SEND is overseen and monitored by the SENCO. The SENCO supports staff to evaluate any interventions that have taken place by looking at the pupils' progress and discussing with the class teacher what next steps should be taken.

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

The SEND budget is the responsibility of the Head Teacher and the SENCO. Regular discussions and monitoring takes place in order to ensure that resources are allocated appropriately and cost effectively. All additional support is carefully matched to the needs of pupils with SEND in order for them to achieve specific outcomes. This could be to support them academically, physically, socially or emotionally. Provision may be in the form of physical resources for use within the classroom. For those pupils requiring provision additional to class based approaches, it may be funding in order to allocate a teaching assistant to deliver a particular intervention programme.

For a very small number of pupils with complex needs, the school may need to secure further funding through an Education, Health and Care Plan (EHCP). The school would then apply for a statutory needs assessment to be carried out by the local authority. The SEND Toolkit provides clear information about when a request for an Education, Health and Care needs assessment, or specialist services, may be required.

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)**

The decision making process about what support is needed usually involves discussions between the class teacher, SENCO, teaching assistant, and parents. The class teacher is best placed to identify the difficulties that a pupil is having, and this may be discussed with the SENCO in order to ensure that appropriate provision is put into place. The SENCO may then need to make available specific resources, or to allocate teaching assistant time to carry out an intervention programme. Occasionally the school may need to contact an external agency to determine the nature of the support needed for a specific need. This might be through consultation with our Educational Psychologist (EP), Cheshire East Autism Team (CEAT), or Primary Mental Health Worker, after which an Action Plan will be drawn up by the SENCO and their advice put into place. The SENCO can also make referrals to Speech and Language Therapy Services and to Community Paediatrics. The school often works with other agencies, including many different aspects of health care, and family support agencies. No consultation or support will be arranged without prior consent being given by parents.

Parents and pupils are fully involved in discussions about support and provision, and are invited to attend regular reviews about their child's progress.

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Teaching, Learning and Support	
How will equipment and facilities to support children and young people with SEND be secured? (IRR)	
<p>The school already has a wide range of resources available to support pupils with SEND, including intervention programmes, high interest but low level reading books, sensory equipment, coloured overlays, word games, computer programs etc. The allocation of these resources varies, depending on the needs of pupils in different classes. Any additional resources are purchased as and when required using funding from the SEND budget.</p> <p>For more specialist equipment needed for example, by sensory impaired pupils, the school will liaise with and seek the advice of the relevant external agency on the best options for the procurement of these resources. Parents will be involved wherever possible in these discussions.</p>	
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)	
<p>Pupil progress is monitored by class teachers on a day to day basis, using various strategies during lessons. Therefore, they are best placed to identify whether a pupil is exceeding or achieving expected progress, or falling behind. Formal assessments are carried out each term, and progress is reported to parents at parents' evenings, or through the annual written report in the Summer term.</p> <p>For pupils with SEND, parents can also discuss progress at parents' evenings, though appointments to see either the class teacher or SENCO can be made at any time by contacting the school office. Parents Evenings are also times when discussions can take place about how best to support a child at home.</p> <p>For pupils with more complex higher level needs, daily contact with families can take place, often informally at the end of the school day, or through a home/school diary. EHC plans are reviewed annually, and will usually involve all professionals working with or supporting the pupil.</p>	
How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)	
<p>All pupils in the school, including those with SEND, have daily learning objectives which are discussed during lessons. Pupils' opinions are very important to the school, and are sought at a level which is accessible to the individual child. Class teachers have discussions with any pupils in their classes with SEND, establishing what they think their strengths and difficulties are, and how they feel about them.</p> <p>For younger pupils, or for those with more complex needs, a familiar adult will often act as an advocate for them, discussing their opinions with them individually, and then passing this information on at meetings. Multi- professional meetings can be very daunting for a young child, and therefore it is essential that each case is looked at individually. There is often a need to protect a pupil's self-esteem, rather than for them to attend a meeting where their difficulties are highlighted and discussed.</p>	
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)	

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Teaching, Learning and Support

The school's senior leadership team regularly monitors the effectiveness and sufficiency of arrangements and provision for pupils with SEND. Pupil progress is monitored at least termly, and interventions are carefully monitored throughout, either by the SENCO or class teacher, and then evaluated upon completion, in order to ensure that high quality outcomes have been achieved.

Parents and pupils are involved in discussions about provision through reviews and parents' evenings. The opinions of parents and pupils are sought and collated through questionnaires.

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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 of paramount importance for all of our pupils. For pupils with SEND, cases are dealt with on an individual basis, and any information stating areas which could pose a risk are noted in their support plan - for example if a pupil needs to be more closely supervised during handover arrangements at the start and end of the school day. Occasionally, a pupil may need support during breaks and lunchtimes, and there would therefore be an extra adult on the playground, specifically assigned to the pupil. As well as the teaching staff on duty outside, a teaching assistant is always on duty inside, as an extra pair of hands if needed. Lunchtime plans can be put into place for pupils that find this long period of unstructured time difficult to cope with.

For school visits, a risk assessment is always undertaken by the class teacher prior to the visit, and this will include details of any pupil with SEND where extra arrangements need to be in place. For pupils with high levels of need, an individual pupil risk assessment is undertaken, and this is shared with parents and regularly reviewed by the class teacher, and SENCO or Head teacher. This will include arrangements for school trips, PE lessons, breaks and lunchtimes etc.

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

PASTORAL CARE

Pupils with SEND may experience a range of social and emotional issues, and these can be addressed in a number of ways. Pupils are encouraged to share any concerns that they might have with their class teacher or key worker, and these are dealt with sensitively and immediately. The teaching of PHSE takes place in every class. For some pupils, an intervention such as a social skills group might take place. This type of provision is often highly personalised due to the complexities of social and emotional difficulties, and a range of assessment materials are used to determine the nature of support needed, such as the Boxall

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Keeping Students Safe and Supporting Their Wellbeing

Profile or PIVATs. There is a whole school system of communicating worries in school, in the form of orange slips, placed strategically throughout the school in document holders. In order to develop self-esteem and confidence, a rewards system is in place, and a weekly awards assembly. There are also various class incentives in place where individuals can work towards their own rewards or as teams.

FRIENDSHIPS

All children in school are supported to develop friendships within their peer group. The school has different schemes in order to involve anyone who may be feeling left out at breaks and lunchtimes, such as Play leaders, and Buddies. Issues regarding friendships are frequently revisited during assemblies and PHSE, and more personalised work may take place in a social skills group. For pupils with more severe social difficulties, the school may run a 'Circle of Friends' group, where a group of peers volunteer to take part, or a 'buddy' scheme, when a pupil is assigned a volunteer buddy to offer help, support and friendship.

BULLYING

Bullying is taken very seriously in school, and children are taught to recognise the difference between bullying and isolated incidents of unkindness through assemblies and PHSE lessons. Teachers are observant of any behaviour which might indicate that bullying is taking place, and measures are put into place swiftly in order to support both the victim and the perpetrator. The school's Anti-Bullying Policy is available from the school office upon request.

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

MEDICATION

For some pupils with SEND, long term complaints or chronic illness such as asthma or diabetes, it may be necessary for them to receive medication during the school day. When a pupil needs to take prescribed medication at school due to dosage (e.g. 4 times a day), a written consent form must be completed authorising school personnel to administer the medication. Prescriptive medication should be brought into school in the original labelled container. The day-to-day administration of medicines is delegated to the Main Office staff. Medication needed for emergency situations will be readily accessible. Inhalers should be carried by pupils wherever possible; a spare inhaler may be left in the classroom with the teacher and should be clearly marked with the pupil's name. Insulin dependent diabetics must store their pens, needles and disposal units in the school office but must carry with them a hypo pack and blood testing equipment. Parents of children with severe allergies must inform their class teacher and provide an EpiPen to be kept by the class teacher. Staff receive training from the NHS

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Keeping Students Safe and Supporting Their Wellbeing

regarding the use of Epipens, Insulin pens and asthma inhalers. Training would also be arranged for staff, in order to understand and be able to respond to conditions such as epilepsy.

INTIMATE CARE

For pupils who require intimate care such as help with toileting, there is a disabled toilet and shower room in school. The school has an Intimate Care policy in order to safeguard pupils and to protect staff. Parents are supported to draw up an individual care plan for their child, and any intimate care that takes place would usually be carried out by a person that the child knows well, such as their support assistant. Care plans are shared with all staff coming into contact with the child, and are kept in the pupils' SEND folders. All intimate care provided is recorded, and parents are informed.

MEDICAL APPOINTMENTS

If pupils require time off for medical appointments, parents are encouraged to discuss the absence with the class teacher, and provision may be made. This could include 'catch-up time' during the school day, or work being sent home for completion.

EMERGENCIES

In the case of a medical emergency, parents will be informed as soon as possible, and the school will contact the emergency services.

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

Many opportunities take place on a daily basis in order to support the personal, social and emotional development of all pupils. This includes work done in the classroom during lessons, through assemblies, and through school trips and extra-curricular activities. We also have a range of interventions that can be carried out in order to support pupils experiencing difficulties with their social and emotional development, and a range of assessment tools are used to monitor this area of pupil development (as already mentioned above in 'Pastoral Care').

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

BEHAVIOUR

The school's behaviour policy can be found on the school website by following this link: (<http://www.dingle.cheshire.sch.uk/page/policies/86295>) Occasionally pupils may be unable to adhere to this policy and they may require additional support in order to follow the school rules. This could be an individual behaviour plan; or alternative arrangements being made at particular times during the day; or a 'time-out' arrangement when the pupil is encouraged to leave a particularly stressful situation and retreat to a quiet space.

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Keeping Students Safe and Supporting Their Wellbeing

For pupils that continue not to adhere to the school rules, we may record and monitor behavioural incidents using ABC charts (Antecedent-Behaviour-Consequence) in order to identify patterns in behaviour. Strategies can then be implemented to support pupils to avoid these behaviours from reoccurring. For some pupils, strategies put into place by the school may not be successful in supporting them to change their behaviour, and we may seek the support of an Educational Psychologist following consent from the parents. Regular contact with parents would be maintained for any child with behavioural difficulties in order to work together and strive to improve the situation.

EXCLUSIONS

Under rare circumstances, it may be necessary to issue a temporary exclusion for a pupil. A copy of the school's exclusion policy can be acquired by contacting the school office.

ATTENDANCE

The school actively seeks to improve attendance by rewarding those with good attendance, highlighting any pupils with a 100% record. If a pupil's attendance falls below a certain percentage, a letter is sent to their parents, making them aware of the fact and stressing the importance of regular attendance in school.

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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 the day to day well-being, learning and progress of every pupil in their class. They are the first point of contact for pupils and parents, and can provide any necessary information about the child (unless a key worker has been assigned). Class teachers are expected to plan and deliver appropriate learning opportunities through Quality First Teaching, and to assess and monitor the progress of the children that they teach. They will ensure that any resources in place to support pupils are used effectively, including teaching assistants and interventions. If the class teacher has worries or concerns about a specific pupil, then they may discuss these with the SENCO and inform parents.

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

The Head teacher oversees the day to day running of the school and ensures that all aspects of a pupil's education are in place. The Head teacher is supported by the Senior Leadership Team.

The SENCO has responsibility for co-ordinating provision for all pupils identified as having SEND. The SENCO may work individually with children or with small groups, carry out formal assessments, liaise with outside agencies, and will usually host formal meetings such as Annual Reviews for pupils with EHC plans.

There are a number of teaching assistants working in school, all of whom are highly skilled and experienced. All teaching assistants work with pupils with SEND, either supporting pupils in the classroom in small groups or for 1:1 work, or to lead intervention programmes under the guidance of the teacher. For pupils with the highest levels of need, an additional adult might be assigned to work with them on a 1:1 basis.

Occasionally, the SENCO will seek advice and guidance from an external agency or specialist. It is possible that they will come in and observe a specific pupil, carry out assessments, or work with the child on a 1:1 basis. This involvement will only take place with the consent of parents or carers. This could be the school nurse, a member of the Autism team, an occupational therapist, a speech and language therapist etc.

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 school has a tracking system in place to record the progress of all pupils. Any pupil with SEND is noted on the tracking system. The SENCO also provides each teacher with a list of pupils at the beginning of the year, stating the pupils' needs. Information is held by each class teacher concerning any pupil with SEND in the pupil's individual SEND Support file, and these files are passed on from year to year between teachers. The file may include details of SEND, involvement of specialists, provision, specific teaching strategies and their outcomes, School Support Plans, EHC Plan, reviews with parents, and details of progress.

All class teachers and teaching assistants involved with pupils are able to access these files, and have opportunities to discuss the content with the SENCO on a regular basis.

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Working Together & Roles	
What expertise is available in the setting, school or college in relation to SEND? (IRR)	
<p>All school staff have a good awareness of SEND through regular staff meetings and training. Class teachers and teaching assistants receive targeted relevant training for specific pupil needs as they arise.</p> <p>The school SENCO has many years' experience, and holds the National Certificate for SEND Coordination.</p>	
Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)	
<p>The school works closely with a wide range of agencies. We have close links with health professionals such as the school nurse, a speech and language therapist and an occupational therapist. We also work with social care (for Child Protection or Child in Need cases), and members of the safeguarding team (SCIE). For higher levels of need, where multiple agencies are involved, we would organise an Early Help Assessment (previously called a CAF - Common Assessment Framework), when all agencies would meet together in order to ensure that the best action is being taken to meet the needs of the pupil and their family. An Early Help Plan would be discussed and put into place.</p> <p>For parents that need impartial advice, help and support, the school signposts them to the Cheshire East Information, Advice and Support Team. Information about the team can be found through the following link: (http://ceias.cheshireeast.gov.uk/home.aspx)</p>	
Who would be my first point of contact if I want to discuss something?	
<p>The first point of contact in school, should you wish to discuss anything, should be your child's teacher. If you feel that you need to discuss the matter further, then you can contact the head teacher, deputy head, assistant head or SENCO.</p>	
Who is the SEN Coordinator and how can I contact them? (IRR)	
<p>The school SENCO is Jill Hayes – senco@dingle.cheshire.sch.uk</p> <p>Contact can also be made through the school office or by telephoning 01270 918988.</p>	
What roles do have your governors have? And what does the SEN governor do?	
<p>The Governing body is responsible for the conduct of the school, and they promote high standards of educational achievement. Our school governors regularly attend training and meetings, and on occasions will come in during the school day in order to work with staff and pupils. The governors work together as a team, under the leadership of the Chair of the governing body.</p>	

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Working Together & Roles	
There is a designated governor for SEND, who meets with the school SENCO to discuss provision, and the progress of all pupils with SEND, including any 'Looked After' pupils.	
How will my child or young person be supported to have a voice in the setting, school or college? (IRR)	
<p>The school engages directly with pupils to discuss their needs and how the best outcomes can be achieved. Pupils' views about their needs and their opinions about how they can be most effectively supported are sought where appropriate. This is usually done by the class teacher alongside parents.</p> <p>Pupils opinions are regularly sought through 'Pupil Voice' meetings on a wide range of subjects, for example, curriculum subjects, behaviour and support in class. Pupils with SEND are asked and encouraged to take part in any pupil voice meetings.</p>	
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?	
<p>Parents are encouraged to become involved with many aspects of school life, including helping in classrooms, hearing readers, accompanying school trips etc. There is a very active parents' group, 'Dingle Home and School Association', who regularly meet in order to raise funds, organise events within school, and also within the wider community. All parents are made to feel very welcome.</p> <p>Several parents sit on the governing body, usually for a term of 3 years, and when a vacancy arises details are sent to parents on how to stand.</p>	
What help and support is available for the family through the setting, school or college? (IRR)	
Support is provided for the families of pupils in school whenever the need arises. This can include help in various ways, such as helping them to fill in paperwork, or signposting / referrals to other organisations for family support. This would usually be done by the school SENCO or head teacher, or the Pastoral Learning Mentor, who can be contacted to discuss any issues as they occur.	

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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, we ensure that all pupils regardless of need have access to enrichment opportunities. These include a wide range of extra-curricular activities involving drama, music, sport, art and technology, both after school and during lunchtimes. Each class arranges several school trips throughout the year, ensuring that any adaptations are made beforehand to enable all pupils including those with SEND to take part. A Residential visit takes place for Year 5 pupils, and again, adaptations are made if necessary to enable inclusion. Parents are informed of any activities or trips through newsletters, emails, school website, or parents' meetings.

Details of extra-curricular activities and school visits can be found on the school website (<http://www.dingle.cheshire.sch.uk/page/extracurricular/3640>)

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☒

Details (if required)

All ground floor level with ramps at doorways.

Are disabled changing and toilet facilities available? ☒

Details (if required)

Disabled toilet and shower room is available.

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

Details (if required)

Disabled car parking space on the school car park (for badge holders only).

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

Details (if required)

Not applicable

The school's Accessibility Plan can be seen by following this link to the school website: (<https://www.dingle.cheshire.sch.uk/page/send/8523>)

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Inclusion & Accessibility

Pupils with SEND are supported in various ways to access those facilities available to their peers, for example additional adult support is often provided for sports sessions etc. Adjustments are made for pupils with sensory impairments, such as enlarged texts, high visibility tape on steps, hand rails, fences etc. for visually impaired pupils, and sound loops in classrooms for hearing impaired pupils.

Communication is personalised to suit families within the school, for example, for those who find it difficult to access written documents, then they would be contacted by phone.

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Transition

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

For information about your child joining the Dingle primary School, please contact the main school office (admin@dinge.cheshire.sch.uk). A member of the office staff will discuss the entry procedure with you. Alternatively, information about how to apply and when can be found on Cheshire East's website through the link - (<https://www.cheshireeast.gov.uk/schools/admissions/admissions.aspx>)

The school complies fully with the Equality Act 2010 and the Cheshire East Admission Arrangements for Community and Voluntary Controlled Schools 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 a visit to view the school at any time during the school day, by contacting the school office. They will then be shown around by a senior member of staff. New Intake visits are offered to children starting school in our Foundation Stage and these usually take place after the school day has ended in June.

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, families of children with SEND are encouraged to visit the school separately for an informal tour of the school, and to discuss information that specifically relates to their child's requirements. Extended transitions can also be arranged at this time when families can come in and take photographs, meet the prospective teacher, and allow the child to familiarise them self with the new setting.

For pupils with a higher level of need or complex needs, if it is decided that the school can meet the pupil's needs, it may be necessary to arrange a multi-agency Action for Inclusion meeting before entry. This will be an opportunity for families and professionals to meet together in order to share information and to determine the actions needed in order to ensure that the child is fully included. Following the meeting, the school will consider any appropriate provision and acquire the necessary resources for implementation. The action plan is then reviewed shortly after entry.

TRANSITION TO NEW SETTINGS

Pupils are prepared for transition to a new setting on an individual basis, depending on the level of need. This might include additional visits to the new setting, or a phased transition with set times in both our school and the new school. Others may be supported through materials which address key aspects of the new

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Transition

setting, including photographs and key information. The school works closely with both the family and the new setting at this time, in order to achieve a smooth transition.

The school has strong links with the local high schools, and extended transitions are available for any vulnerable pupils, including those with SEND. Parents are encouraged to make extra visits to the school at various times throughout the day. Staff from both settings liaise closely with each other in order to share information about all pupils.

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Additional Information

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

The school SENCO (senco@dingle.cheshire.sch.uk) can provide details of further support for families through organisations such as Early Help, Family support, the NSPCC etc. The Pastoral Learning Mentor is also able to signpost to various organisations, and is available during the school day to discuss any support needed.

Our local Children's Centre is based in Crewe at Monks Coppenhall. More information about the Centre can be found on the Cheshire East Live Well Website. Cheshire East Information, Advice and Support (CEIAS) will support any family who have a child with SEND, and they can be accessed by following this link: (<http://ceias.cheshireeast.gov.uk/home.aspx>)

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

Updated in September 2023. A review will take place in September 2024.

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

From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

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

It is important that any concerns or worries are raised promptly with the child's class teacher. If they are unable to help then a senior member of staff should be contacted such as the Head teacher, Deputy Head teacher or SENCO.

In the vast majority of cases, by talking things through at an early stage, we are able to find solutions to most problems and difficulties that might arise.

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Additional Information

However, if after discussing your concerns with the above, if you remain unhappy with the outcome, then the school's complaints procedure can be acquired by contacting the school office (admin@dingle.cheshire.sch.uk) or by following the link to the school's Complaints Policy on the website:

(<http://www.dingle.cheshire.sch.uk/page/policies/86295>)

Guidance on what to do if you are unhappy with a decision made by the local authority regarding your child's SEND can be found on the Cheshire East Website: www.cheshireeast.gov.uk/localoffer