

# **Sound & District Primary School Offer for Special Educational Needs and/or Disability**



# Sound & District Primary School Offer

## for Special Educational Needs and/or Disability

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<b>Name of Setting</b>	
<b>Type of Setting</b> <i>(tick all that apply)</i>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input checked="" type="checkbox"/> Mainstream Provision</div> <div style="width: 33%;"><input type="checkbox"/> Resourced</div> <div style="width: 33%;"><input type="checkbox"/> Special</div> <div style="width: 33%;"><input type="checkbox"/> Secondary</div> <div style="width: 33%;"><input type="checkbox"/> Post-16</div> <div style="width: 33%;"><input type="checkbox"/> Post-18</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Early Years</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Primary</div> <div style="width: 33%;"><input type="checkbox"/> Free School</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Maintained</div> <div style="width: 33%;"><input type="checkbox"/> Academy</div> <div style="width: 33%;"><input type="checkbox"/> Independent/Non-Maintained/Private</div> <div style="width: 33%;"><input type="checkbox"/> Other (Please <input style="width: 100px;" type="text"/>)</div> </div>
<b>Specific Age range</b>	4-11 years
<b>Number of places</b>	19 pan per year group
<b>Which types of special educational need do you cater for? (<i>IRR</i>)</b>	<div style="display: flex;"> <div style="width: 50%; padding-right: 10px;"> <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: 50%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in  <div style="border: 1px solid #ccc; height: 150px; margin-top: 10px;"></div> </div> </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).



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### 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)*

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. To make sure we identify those pupils as soon as possible, we have different ways of sharing information and concerns.

These include:

- o Regular informal/formal discussions with the Class Teacher, SENCO and Head Teacher about pupil's progress, during which we identify any pupils who are not making expected progress.
- o As a staff we share any concerns about progress or concerns about a pupil's general well-being.
- o Talking to parents and listening to their concerns or worries.
- o Talking to the pupil and listening if they say they need extra help or have worries.
- o Liaison with any other professionals such as health professionals.
- o Talking to any previous school or any prior education setting the pupil may have been at.

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

If you think your child needs extra help you should:

- o Firstly, speak to the class teacher and make an appointment to speak to him / her after school. This is known as First Concerns.
- o The class teacher may invite the Special Educational Needs Coordinator (SENCO) along to listen to your concerns and help plan nextsteps where it is needed.
- o You can contact the SENCO by making an appointment with the school office.

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

Please visit Sound & District website at <https://soundprimary.co.uk/>

- o The website provides you with all the relevant school policies and documents relating to the provision offered to our pupils.



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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 CE website)
- 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 the 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 differentiated to meet their particular needs whilst still providing challenge.
- Planning for SEND pupils is done by the individual class teachers and includes Quality First Teaching.
- Parents of children with SEND needs are invited to meet for a STAR Meeting (SENS Support) with the class teacher and SENCO, Mrs. Booth, three times a year to discuss provision and impact.
- Additional adults or key people are used flexibly across the school and maybe in a class to support an individual or groups of pupils, or maybe supporting pupils during playtimes and lunchtimes. Our aim is to develop the pupil's independence across all areas of learning and the school day
- Our school has the support of Mrs Lesley Wrenshall, a Specialist SENCo & Dyslexia Teacher, who is experienced in working with pupils with a wide range of SEND.

#### 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 to account for individual specific needs.
- We seek professional advice from other agencies, such as the Cheshire East Autism Team, Speech and Language Team, Educational Psychologists and Health Professional 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, Governors and the SENCO, 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 maybe specialist equipment, additional adult support or outside agency support.
  - Some pupils' needs maybe very complex and they may need a key person at times across the school day.
  - The Head Teacher and Bursar, strategically manage the budget. The budget and its allocation is reviewed over the year to meet any changes in pupils' needs or resources available.



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### Teaching, Learning and Support

• 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/carers will be invited to meet with the class teacher and SENCO, Mrs Booth. This is known as **Special Educational Needs Support**. The child is included on our SEND register after consultation with parents/carers.
- During the meeting the desired outcomes for the pupil will be discussed and how these will be achieved will be agreed. These will be recorded as a **Special Educational Needs Support Plan**.
- These will be shared with the pupil and his or her views will be included in the decision wherever possible.
- The school has a wide range of expertise and understanding about the type of support a pupil may need, if there is any differences of opinion about the support a pupil needs to achieve the agreed outcomes then outside expert help will be sought – for example from the Educational Psychologist– to support the decision.
- All resources, training and support are reviewed regularly and changes made as needed.

#### **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 visual aids for a child with a visual impairment.
- Some specialist equipment may be secured on loan from specialist agencies.

#### **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 SENCO/Deputy Head .
- The class teacher and SENCO monitors the progress and support for pupils with special needs and if concerned about any aspect of your child's progress, will contact you to discuss it.
- There are assessments which are statutory and you will receive these at the required time for example: EYFS (Early Years Foundation Stage) baseline, Year 1 Phonics Screening and Statutory Assessment results at end of KS1 and KS2.
- Pupils with SEND will have 3 SEN STAR Meetings each year. Parents, pupils, class teacher, SENCO and outside agencies may be part of this process.
- Pupils with SEND in Year 2 & 6 will have 2 Parents meetings each year, linked to the school cycle of parents' evenings. They will be invited to meet the class teacher to review progress and plan next steps.
- Pupils with an Education Health and Care plan will have a formal Annual Review each year. This may be in addition to or be included within the



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termly meetings.



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### Teaching, Learning and Support

- If you are worried or have any concerns between meetings, then you are encouraged to speak to the class teacher or make an appointment to speak to the SENCO via the school office.
- If the teacher or SENCO has any concerns or worries during the year then they will contact you either directly face to face, invitation, email or by a phone call.
- Some pupils and their parents benefit at times 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 required as necessary.
- 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) which meets regularly.
- Through our Feedback Policy we identify areas of progress and areas that need further development.
- Across the year, we talk individually to pupils about their learning and plan nextsteps with them.
- For the Annual Review process the pupil's ideas and thoughts about the year are reported. The pupil may be invited to share in part of the review meeting.
- 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, SEND Governor and SENCO review the provision and effectiveness for SEND on a regular basis and adapt the provision as required.
- The success of any intervention or support programme is monitored, to ensure that they are both effective and good value for money.
- The SENCO works with a local SENCO network to monitor and reflect on the effectiveness of provision and to share ideas.
- The SEND Governor maintains an overview of the school's provision through liaison with the SENCO and reporting back to the Governing Body.
- The SENCO reports termly to the Governing body
- The school employs Mrs Wrenshall (co-sultant SENCO) to support the SENCO in her role and

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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 school's safeguarding policy. (see Safeguarding Policy on school website)
- We aim to include all pupils in all aspects of the school day and the curriculum wherever possible. Some pupil's need a more personalised approach and need extra support at different times of the day. To ensure they stay safe and support their well-being we may, for example, at playtimes provide an alternative quiet space to the playground or at lunchtime provide a quieter place than the classroom to eat their dinner.



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### Keeping Students Safe and Supporting Their Wellbeing

- 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 de-brief at the end of the day.
- We carry out risk assessments for all offsite 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.
- There is always a first aider included as part of the staff team for all offsite activities.

### 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.
- 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 Behaviour Policy on the school website [www.soundprimary.co.uk](http://www.soundprimary.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 which can be accessed on the school website: [www.soundprimary.co.uk](http://www.soundprimary.co.uk)
- If medication is prescribed by a Doctor a request form must be completed at Reception and a member of staff will administer it.
- We work closely with the School Nurse and if medication needs to be taken overtime 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 update staff on any medical conditions affecting individual pupils at staff meetings so that all staff are aware of their particular needs.
- If a pupil needs any personal care then a Personal Care Plan/Intimate Care Plan will be developed with the support of parents and medical professionals, such as the continence service. Where possible the pupil's views will also be shared.
- The school has an Intimate Care Policy which can be accessed on the school website: [www.soundprimary.co.uk](http://www.soundprimary.co.uk). We consider and review all personal hygiene plans to ensure we respect a pupil's privacy and dignity.
- 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.



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### Keeping Students Safe and Supporting Their Wellbeing

- There is always a first aider included as part of the staff team for all offsite activities.

### 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 a strong PSHE 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 Mental Health and Well Being Team, Child and Adolescent Mental Health Service (CAMHS) and Cheshire East Autism Team.
- 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.

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

- We have a positive approach to supporting and developing good behaviour.
- Our Behaviour Policy can be found on our website: [www.soundprimary.co.uk](http://www.soundprimary.co.uk).
- We recognise that challenging behaviour is not necessarily 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 an individual behaviour plan is written to identify support and set targets.
- 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 School Exclusion Policy).
- 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 (See Attendance Policy at [www.soundprimary.co.uk](http://www.soundprimary.co.uk).)



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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 (First Concerns)
- To discuss with the SENCO any ongoing, extra additional help your child may need (SEN Support)
- To complete an SEN Support Plan for individual children.
- To plan with any additional adults or key people the implementation of any extra support or intervention (SEN Support)
- 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 (First Concerns)
- Has 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 SENCO
- The Specialist Dyslexia Teacher
- 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, Cheshire East Autism Team, Educational Psychologist, Physiotherapist, School Nurse, Continence Nurse and Community Paediatrician.
- Mrs L Wrenshall (specialist SENCO consultant)

#### 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 SENCO shares the information about a child's SEN or EHC plan with key staff and 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
- Each child with an EHC Plan also has a Special Educational Needs Support Plan to help support and explain the child's needs, interests and strengths.



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### Working Together & Roles

#### 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:

- All our teachers hold qualified teacher status and staff receive regular training on how best to support our pupils with SEND, for example in dyslexia, autism, ADHD and speech and language when required.
- The school SENCO has regular contact with SENCO colleagues at cluster group meetings, which are well-established and meet regularly to share and build on expertise across the Partnership and in school.
- The Specialist Dyslexia Teacher is experienced in working with a wide range of pupils and young people with SEND. She is a specialist AMBDA qualified teacher. She is employed to work with the school SENCO to support best practice. She may support and advise class teachers on individual pupils. When necessary she works in collaboration with the school, parents and other professionals to work towards best outcomes for SEND pupils

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

SEND provision at Sound & District Primary School is supported by:

- SENCO cluster meetings each half term to share expertise and knowledge.
- Educational Psychologists Consultation Meetings are held half termly.
- Cheshire East Autism Team Consultation Meetings are held half termly.
- Mental Health and Well Being Consultations which are held 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
- Continence Team
- Medical services such as the Community Paediatrician, occupational health and physiotherapy.
- Speech and Language Therapy Team
- Medical Needs Team.
- Specialist Dyslexia Teacher
- Social Care
- GP's
- Springfield's Outreach



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### Working Together & Roles

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

- The first point of contact is the class teacher
- Secondly, you can contact the SENCo – Mrs. K Booth (an appointment can be made through the school office).

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

The SENCO is Mrs K Booth. An appointment can be made through the school office or speaking to her directly.

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

- The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and there are regular meetings between the SEND governor and SENCO, to ensure that all pupils, including those with a special need or who are looked after, make progress.
- The SEND Governor is Mrs J Cotterell

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

Pupil voice is very important and valued in our school.

- We have a School Council.
- We formally record the pupil's thoughts before each Annual Review and this forms part of the official review process through their key worker.
- Where possible we invite pupils to come into the SEN Support Meetings and Annual Review Meeting so they can share their ideas and viewpoint.

#### 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 the School Group.
- Being a 'Parent helper' in class or as a volunteer reader
- Being amember of Parent Council Group.
- Attending parent'sevenings.
- Helping on trips.
- Newsletters keep parents in touch with events in school.
- Meet the Teacher/Preschool visits detail how parents can support their child's learning and signposts events for the year.
- 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.
- Supporting celebration events such as Exhibition Days, Star Days, Harvest Festival, Christmas Performances, Easter Service, School Fetes and Stay and Play sessions.



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### Working Together & Roles

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

- The Head Teacher, class teachers and SENCO provides support to parents as required. If a parent wishes to talk to the SENCO then an appointment should be made with the office.
- The school will signpost to organisations, such as Cheshire East Information Advice and Support (CEIAS), and will signpost to the LA Local offer, Cheshire East SEND Toolkit Website as an information point for information and guidance.
- Help and support is available from:
  - The Specialist Dyslexia Teacher, who is experienced in working with a wide range of pupils and young people with SEND. She supports and advises class teachers on individual pupils and works in collaboration with the school, parents and other professionals to work towards best outcomes for SEND pupils. She can be contacted through the school.

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 as necessary.



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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.
- We carryout risk assessments for all offsite 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 carryout 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? ☒ <sup>C</sup>

Details (if required)

Are disabled changing and toilet facilities available? ☒ <sup>C</sup>

Details (if required)

Do you have parking areas for pickup and drop offs? ☒

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? ☐ <sup>C</sup>

Details (if required)



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### **Inclusion & Accessibility**

The schools accessibility plan can be found at [www.soundprimary.co.uk](http://www.soundprimary.co.uk) . Our practices and policy adhere 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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### Transition

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

Please contact our Head Teacher via the office to make an appointment about your child joining our school.  
Please refer to our admissions policy [www.soundprimary.co.uk](http://www.soundprimary.co.uk)

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

Parents are encouraged to visit the school and should ring the school office to make an appointment with the Head Teacher Head of School and/or SENCo.

We have an annual Open Day in November for all parents.

#### **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)**

Transition can be a difficult time for both your child and the family.

- If your child is moving to another school we will:
  - Endeavour to contact the new school's SENCO and share information about any special arrangements which have been in place to support your child's learning and inclusion.
  - We will transfer all records about your child as soon as possible.

If your child is starting in EYFS (Early Years Foundation Stage)

- We would welcome contact from you when you have formally indicated us as your first choice school.

When we know your child is joining our school we may:

- Visit the setting and put in place extra visits with key workers.
- Meet with you and anyone else who can help prepare and support your child's move to our school.
- Meet 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.

- 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

- The Highschool SENCO will visit our school to share information.



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### Transition

- o Where possible the Highschool SENCo will be involved in any Annual Reviews in Year 5 and Year 6.  
Extra visits may be arranged in consultation with your child, both schools and parents.
- o We will meet with you and anyone else who can help prepare and support your child's move to the school.
- o 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 school successful.
- o 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.
- o We will transfer all records about your child as soon as possible

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### Additional Information

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

Please look at Cheshire East's Local Offer for further information about the support services available to help you and your family [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer) Cheshire East Information Advice and Support are signposted to offer further support  
[ceias.cheshireeast.gov.uk](http://ceias.cheshireeast.gov.uk)

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

This school report was updated September 2024. It will be reviewed in September 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 [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

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

*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 (SENCO). If this does not resolve the problem then the parent should speak to the Head Teacher. If this does not resolve the problem further contact should be made with the Chair of Governors (email via school website). 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 Service:*  
[ceias.cheshireeast.gov.uk](http://ceias.cheshireeast.gov.uk)



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### Transition

*Parents are advised that the school complaints policy is accessed through our website [www.soundprimary.co.uk](http://www.soundprimary.co.uk)*