Sound & District Primary School Offer

for Special Educational Needs and/or Disability





Cheshire East Council

Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Sound & District Primary School
Type of Setting	☑ Mainstream provision ☑ Early Years ☑ Primary ☑ Maintained ☐ Resourced provision ☐ Special ☐ Academy
Specific age range	3–11 years (maintained Nursery to Year 6)
Number of places	Published Admission Number for Reception entry in September 2026 is **21**
Contact details	2 Whitchurch Road, Sound, Nantwich, Cheshire CW5 8AE Telephone: 01270 780270 | Email: admin@sound.cheshire.sch.uk
Headteacher and SENDCo	Mrs Laura Minshall-Thomas, Headteacher and Special Educational Needs Co-ordinator (SENCo). Contact through the school office.
Which types of special educational need do you cater for? (IRR)	We are an inclusive mainstream school and Nursery for children with a wide range of special educational needs. These include communication and interaction; cognition and learning; social, emotional and mental health; and sensory or physical needs. We plan support around each child. We do not have a specialist resourced provision.
Published / next review	September 2026 | Review due September 2027, or earlier if significant information changes

Parent and carer information

We welcome children with special educational needs and disabilities (SEND) from Nursery through to Year 6. We want every child to belong, make progress, take part in school life and develop confidence and independence. We listen to children and work with parents and carers to agree practical support.

If you are concerned about your child, please speak first to their class teacher or Nursery Lead. You can also ask the school office for an appointment with the SENCo, Mrs Minshall-Thomas. Your child does not need a diagnosis or an Education, Health and Care Plan before we provide suitable teaching adjustments or support.

This document answers Cheshire East's parent-and-carer Local Offer questions and explains how we implement our SEND Policy. It also provides the information required of a school Special Educational Needs (SEN) Information Report. It should be read alongside our SEND Policy, Inclusion Strategy, Accessibility Plan, admissions information, safeguarding and other school policies.

Questions marked (IRR) provide information required under the Special Educational Needs and Disability Regulations 2014, Schedule 1. This report describes the school's arrangements from September 2026.

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Identification

How will you know if my child or young person needs extra help? (IRR)

We look at your child's development, learning and wellbeing to identify when extra help may be needed. Teachers and Nursery staff use day-to-day assessment, observations of play and learning, progress over time, attendance and engagement, information from previous settings, and the views of children, parents and professionals. A child can have special educational needs even if they achieve highly; low attainment alone does not mean a child has SEN.

If a concern emerges, we discuss it with you, review teaching and the learning environment, make suitable adjustments and agree when to check progress. Where a child needs provision that is additional to or different from what is normally available, we provide SEN Support and add them to the SEN register. This is a record of pupils receiving that additional provision.

We use Cheshire East's graduated approach, called Assess, Plan, Do, Review: we identify needs, agree support, put it in place and check its impact. This cycle is repeated as needed. We do not wait for a separate 'First Concerns' stage before making adjustments or providing support. When SEN Support is needed, we record the plan and agree meaningful outcomes with you and your child.

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

Speak first to your child's class teacher or, in Nursery, the Nursery Lead or key person. They will listen to your concerns, discuss your child's strengths and difficulties, explain any existing support and agree the next steps and a review date. They can involve Mrs Laura Minshall-Thomas, our Special Educational Needs Co-ordinator (SENCo). You can also ask the school office to arrange a meeting with her directly.

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

You can find our SEND Policy and related documents on the Sound & District Primary School website. These include our SEND Information Report and Local Offer, Inclusion Strategy, Accessibility Plan, admission arrangements, and policies on behaviour, safeguarding, medical conditions, intimate care and complaints. Please ask the school office if you would like a paper copy or a more accessible format.

Teaching, Learning and Support

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

Your child's teacher remains responsible for their teaching and progress, including when a teaching assistant or specialist helps. We start with high-quality teaching adapted to individual needs. We use Cheshire East's Toolkit for Inclusion and Ordinarily Available Inclusive Provision (the everyday adjustments and support that mainstream schools are expected to provide). Depending on need, staff may use structured teaching, small-group or individual work, communication aids, sensory support, changes to routines or specialist advice.

Teaching assistants work under the teacher's direction, supporting children to become increasingly independent.

Everyday adjustments may include clear instructions, visual resources, predictable routines, extra time to process information, support with organisation or emotions, and changes to the sensory or physical environment. Children do not need to be on the SEN register to benefit from these.

These approaches also apply in our maintained Nursery for children aged 3 and 4. Staff use play, observation and discussion with parents to understand communication, movement, independence and relationships. They may use information from a child's earlier two-year progress check or previous setting and seek

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Teaching, Learning and Support

Early Years inclusion advice where appropriate. We plan any extra support and the move into Reception around the individual child.

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

We adapt the curriculum and learning environment to help your child work towards ambitious goals. Teachers may change their explanations, the pace, vocabulary, how tasks are presented or how children show what they know. They may use scaffolding (breaking learning into manageable steps), visual timetables, extra thinking time, practical resources, movement breaks, calm spaces or assistive technology (tools that help a child communicate, read or record work). We make suitable adjustments in Nursery and outdoor learning too. Please discuss any particular barriers with the class teacher or Nursery Lead.

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

We allocate resources according to each child's assessed needs and the difference support is expected to make. The Headteacher/SENCo and governors review staffing, specialist advice, equipment and the effectiveness of provision. We use our school budget, including notional SEN funding (the part of the usual school budget identified for SEN), and any applicable funding through an Education, Health and Care (EHC) Plan, Early Years SEN Inclusion Funding or the Inclusive Mainstream Fund (additional funding to strengthen inclusion). Funding is not awarded simply because a child has a diagnosis, and it does not automatically mean one-to-one support. Our Inclusion Strategy explains how we remove barriers across the school.

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)

Your child's teacher and the SENCo agree the type and amount of support with you and your child, based on assessed needs and desired outcomes. They record what will happen, who is responsible and when progress will be reviewed in a SEN Support and Inclusion Plan, SEN Support Plan or equivalent record. 'Person-centred' means the plan takes account of the child's strengths, views, needs and hopes. Support may increase, change or reduce as we review what works.

We follow Assess, Plan, Do, Review. Assess: understand strengths, needs and barriers, including your views. Plan: agree outcomes, support and a review date. Do: the teacher and other staff put the support in place. Review: consider progress with you and decide whether to continue, change or seek further help. We repeat the cycle whenever needed.

If your child may need provision secured through an EHC Plan, we can help you request an EHC needs assessment from Cheshire East Council. Parents can also request an assessment directly. The council decides whether the legal test is met; an assessment is not simply a request for extra school funding. If a plan is issued, we help deliver the provision it specifies and take part in statutory reviews.

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

We identify what equipment or changes your child needs with you, your child and relevant specialists. This may include adapted writing tools, communication or sensory resources, hearing or visual aids, supportive seating or assistive technology. Equipment may be bought, borrowed or funded through an appropriate scheme or EHC Plan. Staff check that it is useful and safe, and review it as needs change. Please raise any concerns with the teacher or SENCo.

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)

We check your child's progress regularly and discuss what is working with you. Families of children receiving SEN Support are invited to termly STAR meetings (the school's meetings to review support and progress), normally three times a year. We look at your child's views, progress towards agreed outcomes, the impact of support and what should happen next. We also provide the usual school progress information and annual report.

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Teaching, Learning and Support

We will suggest practical ways to support learning at home and welcome information about what works for your child outside school. You can ask for an earlier conversation if you are concerned. We can adapt meeting times, communication formats or arrange an interpreter where needed.
Children with an EHC Plan also have a statutory Annual Review, with additional reviews when necessary.

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 involve your child in decisions about their support in ways they can understand and use. This may involve talking, observing play, drawings, photographs, visual choices, symbols, communication aids or support from a trusted adult. We use their interests, preferences, worries and hopes when planning and reviewing provision. The teacher or SENCo can explain how your child's views will be gathered.

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)

We check whether support helps children learn, participate, feel safe and become more independent. We look at individual targets, curriculum progress, attendance, wellbeing, the impact of interventions, and the views of children and families. Teachers adjust support when it is not working well enough. Leaders and governors review overall patterns and provision without identifying individual children in governor reports.

Keeping Students Safe and Supporting Their Wellbeing

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

We plan for your child's safety throughout the school day and during activities beyond the classroom. Staff consider communication, mobility, sensory, medical and supervision needs at playtime, lunch, in Nursery, during wraparound care and on visits. Support might include a trusted adult, a quieter area, a communication aid, a safe handover or an individual risk assessment. We plan reasonable adjustments, first aid and medical arrangements for educational visits so children can take part safely. Please tell staff about any new needs or concerns.

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

Every child has access to everyday pastoral care through positive relationships with staff. Where helpful, we arrange a trusted adult, regular check-ins, quiet spaces or support with friendships and routines. Staff listen to children about what helps them feel safe and settled. Parents can speak to the class teacher or Nursery Lead if their child is anxious, unhappy or struggling with school life.

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

Tell the school office about any medical condition, medicine or personal care your child needs during the school day. We follow our Supporting Pupils with Medical Conditions Policy and medicine procedures. Where appropriate, we agree an Individual Healthcare Plan with parents and health professionals. This records medication, emergency arrangements, training and how your child will take part safely in school activities and visits. Having a medical condition does not automatically mean a child has SEN.

For personal or intimate care, we agree an individual, respectful approach with you, your child and relevant professionals. We record a care plan where needed and protect dignity, privacy, choice and safeguarding. Staff follow safe hygiene and infection-control procedures. A child will not be excluded or denied appropriate care because they are not yet toilet trained or have continence-related needs.

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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)

We teach children how to recognise feelings, communicate, build friendships and manage emotions through personal, social, health and economic (PSHE) education and everyday school life. Where a child needs additional support, we may agree individual strategies, planned check-ins, a small social-learning group, a calm space or advice from specialists. We ask the child and family whether the help is making a difference and change it if needed.

We take bullying, including disability-related bullying, and discriminatory language seriously. Our Behaviour, Anti-Bullying and Safeguarding policies explain our response. Staff provide ways for children who find it difficult to explain worries to speak up, and do not dismiss signs of distress as 'just SEND'. We involve the safeguarding lead and SENCo when appropriate.

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

We work with you and your child to understand any behaviour, distress or attendance difficulty before deciding what support is needed. We consider anxiety, unmet needs, disability, SEND and barriers in the school environment. Staff make reasonable adjustments, use positive approaches, and agree an individual support plan or supported return to school where helpful. We seek specialist advice when needed, monitor attendance and review the plan with you. SEND duties are considered before any decision about suspension or exclusion.

Working Together & Roles

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

Your child's class teacher, or the Nursery Lead in Nursery, is your first point of contact. They plan and adapt teaching, monitor progress, coordinate day-to-day support and keep in touch with you. Teaching assistants deliver agreed support under the teacher's direction. The SENCo offers advice, coordinates additional provision and helps with specialist referrals.

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

Several people may support your child, depending on their needs. These include the Headteacher/SENCo, Nursery Lead, teaching assistants, pastoral staff and external specialists. You and your child are partners in deciding and reviewing that support. The SEND Governor provides strategic oversight of the school's arrangements rather than deciding an individual child's provision.

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?

We make sure staff who work with your child understand the information they need to provide safe, effective support. The SENCo and teacher share relevant plans, classroom adjustments, risk information and professional advice with those staff. Records are kept securely and shared lawfully under data protection and safeguarding requirements. For a child in care or previously in care, SEND planning is coordinated with the Designated Teacher (the staff member responsible for children in care) and relevant professionals, including a Personal Education Plan (the child's education plan) where applicable.

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Working Together & Roles

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

Our teachers and support staff receive professional development related to pupils' needs and school priorities. The SENCo helps staff put guidance into practice and identifies where further advice or training is required. Areas considered may include autism, attention and executive functioning (skills such as planning, remembering instructions and managing tasks), speech and language, sensory needs, learning difficulties, emotional regulation and medical or safeguarding needs. The school seeks specialist support when additional expertise is necessary and checks whether training has improved practice. Parents can ask the SENCo about relevant expertise and arrangements for their child.

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

We seek advice from other services when a child's needs suggest it would help. Depending on eligibility and local referral routes, these may include Cheshire East inclusion and Early Years teams, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, sensory support, the Cheshire East Autism Team or other neurodevelopmental services, school nursing, community paediatrics, mental health services, Early Help/Family Help, children's social care, the Virtual School (the council's education service for children in care) and specialist outreach. We discuss relevant referrals with families. Access depends on each service's criteria and availability, so a referral does not guarantee an appointment or direct input.

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

For day-to-day learning or a new concern, speak to the class teacher or Nursery Lead first. For SEN Support, specialist referrals, EHC processes or a more complex concern, contact Mrs Laura Minshall-Thomas, Headteacher and SENCo, through the school office: 01270 780270 or admin@sound.cheshire.sch.uk. To contact governors, ask the office to forward your correspondence appropriately.

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

Mrs Laura Minshall-Thomas is our Headteacher and SENCo for the school and maintained Nursery. Call 01270 780270 or email admin@sound.cheshire.sch.uk to arrange a conversation or meeting. If the concern is about the Headteacher/SENCo herself, please follow the separate route explained in the school's Complaints Policy.

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

The Governing Board oversees the school's duties for inclusion, accessibility, resources and the effectiveness of SEND provision. Our SEND Governor is Mrs L Foran. She provides strategic oversight and works with the SENCo on school-wide arrangements; she does not manage individual support plans or normally investigate parents' concerns. The Board reviews anonymised information to support and challenge leaders.

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

Children with SEND can help shape wider school life as well as decisions about their own support. They may share ideas through School Council, conversations with trusted adults and other pupil-voice opportunities. Staff adapt these opportunities through play, pictures, symbols, communication aids or other methods so that children who communicate differently can take part. Please tell the class teacher how your child prefers to express their views.

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Working Together & Roles

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

Parents are welcome to join school events and meetings, contribute to consultations and reviews, volunteer where appropriate and support Friends of Sound School. You can also ask the school office about opportunities to become a governor. We will discuss reasonable adjustments if you need support to attend or participate.

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

We can help you understand your child's support, arrange conversations with staff and find other sources of advice. Please ask the class teacher or SENCo if you need information, a review meeting or help identifying appropriate services. We can signpost you to Cheshire East Information, Advice and Support Service (CEIAS, a free and impartial SEND advice service), the council's Local Offer, Early Help (extra support for families) and relevant health, care or community services.

For school transport, families should contact Cheshire East Council about eligibility and arrangements; the council makes the decision. If your child receives agreed assisted travel, we will work with you, the provider and the council on safe handovers and necessary information sharing.

Inclusion & Accessibility

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

We aim for children with SEND to join activities alongside their classmates wherever reasonably possible. This includes playtimes, sport, clubs, performances, Forest School, educational visits and residential trips. We discuss possible barriers with you early, make reasonable adjustments and plan staff support, equipment, risk assessments or medical arrangements where needed. A diagnosis or SEND label is not, by itself, a reason to exclude a child. Please speak to the class teacher before an activity if you have concerns about access or safety.

How accessible is the setting/school/college environment?

We make reasonable adjustments so that children and families can access school life as fully as possible. This may include changes to teaching, routines, communication, resources and the environment. We discuss barriers with you and your child. Our Accessibility Plan sets out priorities for curriculum access, the physical environment and accessible information under the Equality Act 2010.

There is an accessible toilet in the main school building. Please contact the school office to discuss a particular entrance, classroom, outdoor route, changing arrangement, parking or collection and drop-off need. We can check the facilities with you, plan adjustments and arrange a site visit. Not every area will necessarily suit every mobility need.

If you need information in larger print, simpler language, a visual or translated format, or another communication adjustment, please tell the school office. We will discuss a suitable format with you. You can also ask for the current Accessibility Plan.

Is the building fully wheelchair accessible?

No, not completely. The school has wheelchair access to all areas except the rooms on the second floor. These contain educational resources and the Headteacher's office and are not areas children need to use. Please discuss the entrance, classroom, outdoor area or route your child will need with the SENCo. We can arrange a site visit and explain any planned improvements in our Accessibility Plan.

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Inclusion & Accessibility

Are disabled changing and toilet facilities available?

Yes. The school has an accessible toilet that can also be used for changing. Please contact the school office before your child starts, or when needs change, so we can confirm that the facilities meet their requirements and agree any intimate-care arrangements.

Do you have parking areas for pickup and drop offs?

Yes. The school has pick-up and drop-off provision. Please contact the school office to check the current arrangements and discuss any accessibility or safety adjustments your child needs.

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

Not applicable. Sound & District Primary School is a Nursery and primary school for children aged 3–11, not a post-16 setting.

Transition

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

Contact the school office to arrange a visit or a discussion with the Headteacher/SENCo and, where appropriate, the Nursery Lead or receiving teacher. We will explain the admission arrangements, listen to your child's needs and discuss any adjustments that would help them settle in.

Disabled children are considered under the same published admission arrangements and are not treated less favourably because of disability. Reception and in-year admissions follow applicable Cheshire East arrangements; Nursery has separate published arrangements. If an EHC Plan names the school, statutory EHC placement procedures apply. You can discuss access and support needs early, but an advance meeting or diagnosis is not a condition of applying.

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

Call the school office on 01270 780270 or email admin@sound.cheshire.sch.uk to arrange a visit. You can meet the Headteacher/SENCo and, where appropriate, the Nursery Lead or receiving teacher. We will show you relevant areas, listen to your child's strengths and needs, and discuss any helpful adjustments or extra transition visits.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)

We plan important moves with your child, you and the relevant staff or professionals. Before a child joins us, this may include visits, play sessions, photographs or visual stories, a transition meeting, information about health or communication needs and agreed classroom adjustments.

When a child changes class or school, we securely share relevant strengths, successful strategies and support or healthcare plans with the receiving staff. Extra visits, a named contact, a transition booklet or a gradual introduction may help.

We plan early with families and receiving secondary schools for the move to Year 7. We can arrange enhanced visits, shared plans and specialist involvement where needed. If a child has an EHC Plan, we take part in the statutory phase-transfer process (the formal review and planning for a move to the next stage of education).

Throughout primary school we support communication, friendships, confidence, practical skills, choices and increasing independence, and listen to children's hopes for

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Transition
their next stage.

Additional Information
What other support services are there who might help me and my family? (IRR)
You can get free, confidential and impartial SEND advice from Cheshire East Information, Advice and Support Service (CEIAS) or telephone 0300 123 5166. For EHC assessments and plans, contact Cheshire East's SEND Statutory Assessment Team on 01625 378042 or senteam@cheshireeast.gov.uk. Check the Cheshire East Council Local Offer for up-to-date contact details and other education, health, care and family services.
When was the above information updated, and when will it be reviewed?
We update this report at least once a year and sooner if significant information changes. The next scheduled review is September 2027. The Headteacher/SENCo oversees its accuracy with input from children, families, staff and governors. You can suggest changes through the school office, at review meetings or through school consultations.
Where can I find the Cheshire East Local Offer? (IRR)
You can find it on the Cheshire East Local Offer website. It lists education, health, care, transport and community services for children and young people aged 0 to 25 with SEND, including children awaiting assessment. The school also publishes its own SEN Information Report on its website.
What can I do if I am not happy with a decision or what is happening? (IRR)
If you are unhappy about your child's support, please raise the concern with the class teacher or Nursery Lead first. If it remains unresolved, contact the SENCo/Headteacher and then use the school's published Complaints Policy. There is a separate route in that policy if your complaint concerns the Headteacher. The school office can give you the policy and explain how to submit a complaint; individual governors should not be asked to investigate outside the procedure. You can seek free, impartial advice from CEIAS at any stage. Disagreement resolution, mediation and SEND Tribunal routes may also be available for decisions about statutory EHC processes. No child or family will be disadvantaged for raising a concern in good faith.