

Our Local Offer for Special Educational Needs and/or Disability

Brine Leas School

Our Local Offer for Special Educational Needs and/or Disability

Part of Brine Multi Academy Trust



Please see the following page for information on this setting's age range and setting type

Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Brine Leas School							
Type of Setting <i>(tick all that apply)</i>	<input type="checkbox"/> Mainstream <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Academy <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>							
Specific Age range	11-18 years							
Number of places	215 per year (Years 7-11)							
Which types of special educational need do you cater for? <i>(IRR)</i>	<p><input type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to access the mainstream curriculum with differentiation and support.</p> <p>Our school provides for pupils with the following needs:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Area of need</th> <th>Condition</th> </tr> </thead> <tbody> <tr> <td rowspan="2" style="text-align: center;">Communication and interaction</td> <td>Autism spectrum condition</td> </tr> <tr> <td>Speech and language difficulties</td> </tr> <tr> <td style="text-align: center;">Cognition and learning</td> <td>Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia</td> </tr> </tbody> </table>	Area of need	Condition	Communication and interaction	Autism spectrum condition	Speech and language difficulties	Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
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Our Local Offer for Special Educational Needs and/or Disability

		Moderate learning difficulties
	Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Sensory and/or physical	Hearing impairments
		Visual impairment
		Physical impairment

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)*

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 wellbeing 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:

- Regular informal/formal discussions with the subject teacher, form tutor or SENCO about pupils' progress in each subject, during which we identify any pupils who are not making expected progress.
- As a staff we share any concerns about progress or concerns about a pupil's general wellbeing.
- Talking to parents and listening to their concerns or worries.
- Talking to the pupil and listening if they say they need extra help or have worries.
- Liaison with external professionals such as CAMHs, the Educational Psychology team, and Cheshire East Autism Team.
- Communicating with any previous school or any prior education setting the pupil may have attended.

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:

- Speak to the form tutor or subject teacher class teacher and make an appointment to speak to him or her in school.
- The class teacher may invite the Special Educational Needs Coordinator (SENCO) along to listen to your concerns and help plan next steps where it is needed.
- You can contact the SENCO directly by making an appointment with the school office or emailing info@brineleas.co.uk.

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

Please visit the Brine Leas website. 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 within a mainstream setting
- In the school we have a wide range of expertise and skills, which support the teaching, learning and emotional wellbeing of 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 carried out by the individual class teachers and includes quality first teaching.
- Parents are invited to meet with the key worker and Head of Learning Support (SENCO)/ Assistant SENCO as appropriate to discuss provision and impact.
- Additional adults or key people are used flexibly across the school and may be in a class to support individual or groups of pupils or may be supporting pupils during playtimes and lunchtimes. Our aim is to develop the pupil's independence across all areas of learning and the school day

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

- As an inclusive school we 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 the learning and/or the school environment are differentiated or personalised to meet specific needs. It may mean that specialist equipment or adaptations are put in place or that the learning is differentiated to account for individual specific needs.

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Teaching, Learning and Support

- We seek professional advice from a wide range of outside agencies, such as the Cheshire East Autism Team, the Educational Psychology team, CAHMS, SALT and Occupational Therapy 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 SENCo and Business Manager decide on the budget for special educational needs in consultation with the school governors.
- The Head of School and the SENCO regularly review the special educational needs provision across the school and make changes if they are needed.
- Resources for pupils with special needs are, as far as possible, met from the school budget.
- The resources are allocated on a needs basis. Resources may be specialist equipment, additional adult support or outside agency support.
- For some pupils, whose needs may be very complex, access to a key person at times across the school day will be made available
- The SENCo and Business Manager strategically manage the SEND budget. The budget and its allocation is regularly reviewed over the year to meet any changes in pupils needs or resources available.
- Where a pupil's needs are more complex and it is felt that additional funding is needed to meet his or her needs this will be discussed with parents at the regular review meetings and consideration will be given to making an application for Needs Assessment. If it is agreed that this is the best course of action, the SENCo will work in partnership with parents to apply to the local authority for extra funding/guidance/support.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

- When a pupil is first identified as requiring significant additional support, parents will be invited to discuss this with the SENCo or Assistant SENCO.
- During the meeting the desired outcomes for the pupil will be discussed and a pupil profile will be drafted with strategies to support the pupil to make progress. This will take into consideration the viewpoints of both the pupil themselves and their parents.
- This will be shared with all key members of staff and reviewed regularly.

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Teaching, Learning and Support

- The school has a wide range of expertise and understanding about the type of support a pupil may need. If there are any differences of opinion about the support a pupil needs to achieve the agreed outcomes then outside expert help will be sought – for example the Local Authority or appropriate outside agency.
- 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 laptop or scribe 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 their Educational Health and Care Plan. For example, specialist hearing aids for a hearing impaired pupil.
- Some specialist equipment can be secured on loan from specialist agencies and across the local area we have the opportunity to share resources.

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

- Your child's progress is continually monitored by subject teachers three times a year.
- The SENCo continually monitors the progress and support for pupils with additional needs and if she is concerned about any aspect of your child's progress she will contact you to discuss it.
- Pupils with an Education Health and Care plan will have the opportunity for at least 3 meetings with staff from our Learning Support Team including a formal Annual Review each year.
- If you are worried or have any concerns between meetings, then you are encouraged to speak to the key worker/Form Tutor/Head of Year or make an appointment to speak to the SENCO.
- If the key worker or SENCO has any concerns or worries during the year then they will contact you either by email, or by phone call.

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How is key information relayed to parents in order to support with pupils' learning and progress?

- The school provides all pupils with an organiser to record homework; but in which there is also space for any comments or questions you may have for members of staff – or vice versa.
- Homework is also uploaded to Microsoft Teams by the subject teacher.
- My Child at School contains detailed information on your child and again this can be accessed through the school website and is password protected.

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

Our Local Offer for Special Educational Needs and/or Disability

- We encourage the active participation of pupils in all aspects of their learning. □ We have Student Voice (School Council) which meets regularly.
- Pupils are encouraged to share views with their key worker.
- Teachers provide feedback to ensure pupils' knowledge, skills and understanding are well developed.
- Across the year we talk individually to all pupils about their learning and plan next steps with them.
- For the Annual Review process the pupil's ideas and thoughts about the year are reported. The pupil is encouraged to share in part of the review meeting.
- We regularly ask pupils about their learning, which is often key to reaching the learning outcomes that have been agreed.

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Teaching, Learning and Support

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

- The Head Teacher and SENCO review the provision and effectiveness for SEND on a regular basis and adapt the provision as required.
- We plan the support for SEND pupils through a Provision Map which is costed.
- The success of any intervention or support programmes are monitored closely to ensure that they are both effective and good value for money.
- The SEN Governor maintains an overview of the school's provision through meetings with the Head of Learning Support/ SENCO.
- The SENCO reports annually to the Governing body.

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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 which can be found at: <http://brineleas.cheshire.sch.uk/Docs/Pols/SafeguardingPolicy.pdf>
- We aim to include all pupils in all aspects of the school day and the curriculum. Some pupils need a more personalised approach and need extra support at different times of the day. To ensure they stay safe and support their wellbeing we may, for example, at unstructured times we can provide an alternative quiet space (usually the LEC) to the playground or at lunch time provide in a quieter place than the canteen to eat their dinner.
- Some pupils will have more complex difficulties or medical needs and may need a named key person outside the classroom; this may include a personalised meet and greet session each day and a debrief at the end of the day.

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Keeping Students Safe and Supporting Their Wellbeing

- We carry out risk assessments for all off site activities and residential visits. If we feel a pupil needs extra support to ensure his or her safety and wellbeing, we will carry out an individual risk assessment, which we will share and discuss with parents and staff. 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 off site activities.

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

- Our school is a nurturing environment and all staff are part of the pastoral support system.
- There is pastoral support in the form of a House system (Audley, Lovell and Warwick); form groups; pastoral co-ordinators as well as key workers when necessary. Heads of year oversee each Year Group.
- We understand that pupils with SEND can face many challenges which may impact on their overall wellbeing 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 do not tolerate bullying in our school and we follow our school policy which can be found on the school website.

How will the school 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.
- We work closely with the School Nurse and if medication needs to be taken over time in school, then after discussion with the school nurse, parents and staff, a plan is agreed and put in place.
- If medication is prescribed by a doctor, you can consent for office staff to keep the medication in school and administer it during a prearranged time.

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Keeping Students Safe and Supporting Their Wellbeing

- We have regular staff updates on any medical conditions affecting individual pupils so that all staff are aware of their particular needs. There is a medical notice board in the office and staff room informing staff of any medical needs, and the appropriate action to take if an issue should arise.
- If a pupil needs any personal care then a Personal Care Plan will be developed with the support of parents and medical professionals and the pupil's views will also be listened to.
- 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 regular. There is list posted of First Aiders available at the school.
- There is always a First Aider included as part of the staff team for all off site activities where it is deemed necessary. For instance, given the proximity to school, a visit to Nantwich may not have a nominated First Aider.

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 run social skills workshops and intervention groups, including emotional wellbeing sessions when needed. There are also various other sessions offered over the year from outside agencies, such as motivational courses and CLASP workshops.
- There is access to school counsellors in school .
- We have a strong PSCHÉ 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 maybe chosen to fulfil this role.
- We seek advice from other agencies such as CAMHS, VISION, Cheshire East Autism Team and Educational Psychologist.

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Keeping Students Safe and Supporting Their Wellbeing

- Where a child needs extra help developing their emotional and social skills we may put in support such as: social skills group, a key worker, 'time-out' lessons, daily meet and greet, daily debriefs, personalised learning, and a buddy system. We will also seek external advice if it is felt appropriate.

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

- We have a positive approach to supporting and developing good behaviour.
- Our Student Behaviour Policy (Positive Schooling Code) can be found on our website.
- We recognise that challenging behaviour is not a special educational need, but we also recognise that some SEN pupils' behaviour may need extra support and understanding. Parents are involved in identifying and discussing specific issues and an individual behaviour plan may be written to identify support and set targets. We operate a Positive Report system where students with challenging behaviour work towards positive targets and receive praise in recognition of achieving the targets, with the aim of improving behaviour in the long term. □ 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.
- 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. For our attendance policy, please visit the website.
- We operate an incentive scheme in the form of merits, which are awarded for achievement. Prizes are given for certain milestones when pupils collect specific amounts of merits. There is also a celebration assembly at the end of each term where pupils are rewarded for good attendance, collecting merits, and other achievements from the term.
- My child at school provides you with detailed information on attendance, merits and any poor behaviour logs.

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Working Together & Roles

What is the role of my child or young person's progress tutor or subject teacher?

The role of the class teacher is:

- To deliver quality first teaching and adapt it to meet individual pupils' needs.
- To check progress across the year and identify where additional help or support may be needed.
- To discuss with the SENCO any extra additional help your child may need.
- To plan with any additional adults or key people the implementation of any extra support or intervention.
- To listen to specialist advice from outside agencies such as CEAT, the Educational Psychology Service, or relevant medical advice and adapt teaching and learning as advised.
- To be the first point of contact for parents.
- 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
- SEN Link Governor
- The SENCo
- Form Tutors
- A Key Worker or a Teaching Assistant may have a role depending on the pupils needs at the time. Pupils may work with different adults throughout the day.
- Outside agencies may have a role, for example speech and language therapist, Educational Psychologist.

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

- The 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 discussions.
- Each child with an EHC Plan also has a pupil profile to help support and explain the child's needs, interests and strengths in order to improve learning. This may include comments from the child, if they wish, regarding what they struggle with and what we can do to help.

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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:
- A school SENCO with NASENCo accreditation, two additional assistant SENCOs, a qualified dyslexia teacher, teaching assistants with ELSA accreditation.
- All our teachers hold qualified teacher status and all staff receive regular training on how best to support our pupils with SEND for example in dyslexia, autism, ADHD and speech and language. ○ Our teaching assistants, the majority of whom are degree qualified, are responsible for particular areas of SEND and keep up to date with recent developments/theories/practices in their certain field before sharing this knowledge with the rest of the department through meetings/training etc.
- We are a Dyslexia friendly school with nurture trained staff.
- The school SENCO is part of the cluster group of local SENCOs, which is well-established and meet regularly to share and build on expertise across the local area and in school.

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

The school accesses meetings each half term with SENCOs from the local area to share expertise, knowledge.

- Regular sessions from our educational psychologist which can be used for training, consultation, reports which we prioritise on a needs basis.
- Cheshire East Autism Team cluster meetings are held half-termly.

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Working Together & Roles

- 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
 - CAMHS
 - Emotionally healthy schools
 - School Nurse
 - Medical services such as the Community Paediatrician, the Continence Service, Occupational Health and Physiotherapy.
 - Speech and Language Therapy Team
 - Medical Needs Team.
 - Social Care

We also have a Learning Enhancement Centre (LEC) where vulnerable pupils can spend time before school and during breaks and lunchtime should they need a quiet, calm environment. Here they can also get help with homework if required.

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

The first point of contact is the progress tutor. Alternatively you can contact the SENCo, Ella Robinson: an appointment can be made through the office or by emailing info@brineleas.co.uk.

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

- The SENCO is Ella Robinson. You can contact her by making an appointment through the school office or by emailing info@brineleas.co.uk.

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Working Together & Roles

What roles do 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 Alison Ashely (at the time of policy approval)
- The Looked after Child governor is as Karl Jones (at the time of policy approval) as part of his Safeguarding responsibilities.

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 Student Voice questionnaires and a School Council. Pupils regularly fill in feedback sheets about their lessons, from which comments are taken on board by staff.
- 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 Annual review meeting so they can share their ideas and viewpoint.
- If your child has a key worker, it might be necessary for them to have a 'meet and greet' in the mornings and debriefs at the end of the day. During both of which they can discuss any issues that they may have and action can be taken if required.

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 Parent, Staff & Community Association (PSCA)
- Helping on trips.

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Working Together & Roles

- Take part in surveys and questionnaires
- Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.

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

Our Local Offer for Special Educational Needs and/or Disability

- If appropriate an Early Health assessment will be initiated to help support child and family
- If any of our pupils are entitled to transport to school we would liaise with parents, taxi drivers / escorts and the transport co-ordinator team on a regular basis
 - To see what support is available to you locally, have a look at Cheshire East's local offer. Cheshire East publishes information about the local offer on their website: <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>
 - Our local special educational needs and disabilities information advice and support service is named CEIAS and information can be found on their website: <http://www.ceias.cheshireeast.gov.uk/home.aspx>
 - National charities that offer information and support to families of children with SEND are:
 - IPSEA
 - SEND family support
 - NSPCC
 - Family Action
 - Special Needs Jungle

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

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? No

Details (if required)

Entrances to the building are wheelchair accessible, and timetables can be arranged to be mainly ground floor; however, there is also a lift available in the A-block. B block and D block have no lift access.

Are disabled changing and toilet facilities available? Yes

Details (if required)

There are disabled changing facilities in the PE department as well as two easy access toilets around the building. |

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

Details (if required)

There are pick-up and drop-off points outside the sixth-form and in the main car park for accessibility purposes.

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Inclusion & Accessibility

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

Details (if required)

We have a number of disabled parking spaces for post-16 students including at the front of the sixth-form building and in the main car park.

The school's accessibility plan can be found on the website. Our practice and policy adheres to the Equality Act 2010.

Where translation is needed to support parents understanding of English, we will endeavour to support this through use of translation services.

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Transition

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

- Please refer to our admissions policy on the school website

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 SENCO.

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 moving to Year 7 - when we know your child is joining/moving to our school:
 - The previous school's SENCO will visit our school to share information/The SENCO or assistant SENCO will visit the primary school to share information.
 - Where possible our SENCO will be involved in any Annual Reviews in Year 6.
 - We will offer extra visits, which may be arranged in consultation with your child, both schools and parents.
 - We will meet with you and anyone else who can help prepare and support your child's move to our school.

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Transition

- Post 16 transition
 - If a young person has an education, health and care plan then they will have access to a Youth Support Worker/ Careers Adviser who will work collaboratively with the young person, and any specialist agencies as well as possible post 16 facilities to help plan the next steps. A formal LDA plan will be completed to ensure continued support and, where appropriate, the EHC plan may continue until the young person reaches 25 years.
 - Parents, in accordance with the SEN Code of Practice, will be in an advisory role with the views of the young person being central to any decisions made.
- If the young person is moving to Higher Education:
 - We run various trips to open days and university exhibitions where your child can gather any information that they need to help them to make a decision.
 - We have contact with Staffordshire University Regional Access Centre who will visit the Sixth Form and provide advice about how to access the right kind of support at university.
 - We will personally contact universities to speak to the admissions office on behalf of your child in order to arrange the necessary support.

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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

Our local special educational needs and disabilities information advice and support service is named CEIAS and information can be found on their website: <http://www.ceias.cheshireeast.gov.uk/home.aspx>

Our Local Offer for Special Educational Needs and/or Disability

When was the above information updated, and when will it be reviewed?
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This information was updated February 2023 It will be reviewed in February 2026 (or sooner if appropriate).

Where can I find the Cheshire East Local Offer? <i>(IRR)</i>

The Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer
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What can I do if I am not happy with a decision or what is happening? <i>(IRR)</i>

If a parent is unhappy with the provision that we are making for their child then you should initially approach the form tutor, key worker or the school special educational needs coordinator (SENCO)
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If this does not resolve the problem then the parent should speak to the Head teacher.
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If the parent still does not feel their complaint has been dealt with then we advise that they seek advice from CEIAS.
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Parents are advised that the school complaints policy is accessed through our website.
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