Our Local Offer for Special Educational Needs and/or Disability

Cheshire East Local Offer

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

Cheshire East Council

Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Ash Grove Academy
Type of Setting *(tick all that apply)*	☑ Mainstream ☐ Resourced Provision ☐ Special ☐ Early Years ☑ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☐ Maintained ☑ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	2 – 11 years
Number of places	Mainstream places (published admission number) 30 per year.
Which types of special educational need do you cater for? *(IRR)*	☐ 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. ☑ We are an inclusive setting that offers a specialism/specialisms in Ash Grove Academy employs highly skilled professionals to deliver proven interventions including Precision teaching, Maths and Reading boosters,Lego Therapy,Sensory circuits,Little Wandle Phonics catch and SEND program AND SEMH interventions. This means that we have a wealth of experience to draw upon for all students with SEND.

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).

Our Local Offer for Special Educational Needs and/or Disability

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)*

Children with SEND are identified as early as possible. These needs can be identified through:

- Staff liaison and monitoring.
- Discussion with parents.
- Termly Pupil Progress Meetings (PPM).
- Identified gaps in learning highlighted through rigorous tracking.
- Liaison with other settings at times of transition to share information and identify needs.

These concerns may be based upon a pupil's wellbeing, behavioural and emotional presentation and their progress in comparison with their peers. These issues are initially raised with the academy SENCo Team who then will discuss them with staff working with the pupil, the pupil's family and the pupil themselves. This discussion focuses upon the desired outcome for the child and looks at what provision may be necessary to enable the child to reach these outcomes. Depending upon the level of the child's needs, provision will be made to support class-based support. For some pupils, interventions may be offered and those pupils with the highest levels of need may be referred to other agencies for further advice and support. The SEND Team keep a register of pupils requiring additional support in order to monitor the progress of these pupils and to plan for provision across the school.

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

If you have any concerns around any aspect of your child's education, the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and if a longer discussion is required, they will be happy to make appointments. The class teacher may then seek the involvement of the school SEND Team. Alternatively, the school SENCo's can be contacted directly either by telephone or via the email address provided on the website.

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

The school's SEND policy and other relevant policies can be found on the school website.

Our Local Offer for Special Educational Needs and/or Disability

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Teaching, Learning and Support

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

The academy teaches pupils with SEND in accordance with the Cheshire East area wider offer. It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Personalised learning is implemented to meet the needs of all our learners. Regular professional development opportunities ensure class teachers and learning support staff provide bespoke learning experiences for all pupils. Ash Grove Academy has a wide range of intervention programmes available to support pupils i.e. Maths and Reading Booster groups / Lego Therapy/Sensory circuits/ Precision teaching / Little Wandle Catch up and SEND phonics / Emotional Literacy Interventions.

For children with significant or complex needs, Ash Grove Academy seeks the advice of specialists such as Speech and Language Therapists, Cheshire East Autism Team, and Educational Psychologists, Occupational Therapists. In some cases, the specialist may work in the setting with the pupil or alternatively provide recommendations which Ash Grove would implement accordingly.

Parents will have the opportunities to discuss their child's provision and progress at regular parents' evenings, both with the class teacher and the SEND team. There is also the opportunity to contact the academy SEND Team via email or in person to discuss any individual pupil's needs in more detail.

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

All class teachers are responsible for meeting the needs of all the pupils in their class by personalised learning. Where pupils have SEND, teachers will use a wide variety of strategies to support them. For example:

- Visual aids
- Specific IT equipment
- Spelling Banks /vocabulary mats/writing frames
- Task Lists
- Use of enlarged print where necessary
- Working walls
- Classroom modifications where necessary i.e. accessibility.

The curriculum is personalised to the pupils at Ash Grove Academy and aims to develop well rounded individuals with transferrable skills. It provides opportunities to maximise on individual talents to extend every child. The curriculum has bespoke subjects to suit all our children. We recognise the importance of developing children's aspirations and all children have access to enrichment opportunities for example after school activities / trips and residential visits.

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Teaching, Learning and Support

We aim to encourage independence in all our learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the individual learners. For those who require a more specialist approach to learning, class teachers are encouraged to discuss appropriate strategies with specialist staff in the settings i.e. SEND Team and specialist subject leaders.

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

To ensure Quality First Teaching, which is the first wave of provision for SEND, resources are usually allocated in the classrooms. This may take the form of additional physical resources i.e. writing slopes, alternative seating, IT equipment etc. Where additional provision is required, funding facilitates an appropriate intervention selected from our academy menu. Learning support and external agencies such as teaching assistants, speech and language therapists and counsellors are additionally funded as and when required. Funding is matched to the provision required to ensure pupil progress. The SEND budget is the responsibility of the senior leadership team and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

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 child's needs have been identified, discussions take place between teachers, Head of School, SENCo's, parent and child. These discussions would highlight the desired outcomes for the child and the provision needed to ensure the child's needs are best met. School staff are usually best placed to advise on the most appropriate provision for the child. School also work very closely with outside agencies and advice is sought wherever appropriate. Any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If a child has an Education Health and Care Plan then the objectives in the Plan would provide the basis for the provision needed.

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

The school has a range of equipment and facilities to support pupils with SEND. The school SEND team makes decisions about the allocation of these resources based upon the needs of the individual.
The equipment and facilities include:

- Writing Slopes
- Bespoke ICT equipment
- Coloured overlays

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Teaching, Learning and Support

- Differentiated reading materials
- Multi-sensory equipment
- English as an additional language (EAL) resources

Where more specialised equipment is required, i.e. specialist seating, the school SEND team liaise with the relevant external advisory service – e.g. Occupational Therapy or Sensory Impairment Service etc.to seek advice on the best option for the procurement of these. Parents will be involved in the decision-making process.

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)*

Monitoring and progress takes place on a daily basis through assessment for learning. 'Assessment For Learning' (AFL) highlights to the class teacher gaps in the child's learning which enables them to identify next steps in order to ensure progress is made. For learners with the most significant needs regular contact takes place, i.e. through informal conversation at the end of the day and regular meetings with the SENCo's. Formal monitoring and progress takes place termly in the form of a Pupil Progress Meeting (PPM) held between class teachers and senior leaders. Information about pupil progress is shared with parents every term either through Parent's Evening or a written report. Any learners with SEND who have a SEN support plan in place are discussed between the SENCo and parents on a regular basis and for those with Education Health and Care Plans an annual review is also held. Additional appointments to discuss progress with the SEND Team are encouraged and class teachers are usually available for informal discussions at the end of the school day.

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

The children's views are highly valued and are an integral part of any plans made around their education. Pupil opinions are sought at a level which is accessible to the individual.

For some pupils, this may mean they are supported to attend meetings with professionals and for others this might mean enabling them to contribute to meetings without actually attending through utilisation of staff advocacy. The children's views are gathered through discussion and recorded pictorially or in a written format. These views are listened to and acted on accordingly wherever appropriate and feedback is given to the pupils after the next steps 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 school SENCo's alongside the Principal and other members of the Senior Leadership Team are involved with termly monitoring of SEND pupil progress, through Pupil Progress Meetings (PPM), and evaluate the effectiveness of provision. The school works closely with a vast array of agency professionals to ensure that support is effective and sufficiently meeting the individual needs of the child.
The school host regular review meetings to evaluate impact of interventions and identify next steps to ensure progress is maintained. As part of the PPMs school ensure the child achieves high quality outcomes through agreed provision.

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Keeping Students Safe and Supporting Their Wellbeing

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

- Pupil safety is of the utmost importance.
- School have a Safeguarding team who meet on a termly basis with the Site Manager to identify and action any potential safety hazards on the premises.
- Access to the school is restricted by a coded front door system. All visitors, parents and carers use this entrance.
- A computerised signing in system is in place whereby all visitors, parents and carers are asked to input personal details. All visitors, parents and carers are asked to read and accept the code of behaviour before they are allowed to enter the building. A visitor's badge is then printed and worn throughout the visit.
- School have coded internal security doors which restrict access into the main building.
- For our more vulnerable pupils, a meet and greet system is offered by a member of staff.
- Where a pupil needs a higher level of supervision, a detailed risk assessment is undertaken which is shared with parents and reviewed regularly by Class Teacher, SENCo, Safeguarding Team and SLT.
- Wherever there are areas of concern which could pose a risk to a pupil then information about the pupil with SEND is communicated to relevant school staff.

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Keeping Students Safe and Supporting Their Wellbeing

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

Pupils' emotional wellbeing is vital to their ability to access the curriculum. We recognise that social and emotional factors can be complex and therefore we seek to ensure that the provision we offer is highly personalised. At Ash Grove Academy we offer:

- PSHE teaching - where a range of social and emotional issues are addressed throughout the year.
- When addressing more complex/specialist issues, Ash Grove Academy endeavours to enlist the help of specialist agencies, i.e. PCSOs / School Health / NSPCC.
- Opportunity to access individual nurture sessions.
- Opportunities to participate in emotional healthy school project group sessions.
- Social Skills groups.
- Bespoke provision utilising the support of outside agencies i.e. counselling.
- Support is offered to siblings of pupils with SEND. This may take the form of visiting a sibling in class, arranging whole school assemblies which address some of the key areas of need, celebrating diversity days i.e. National Autism Day, supporting a young carers application and engagement in a range of community support.
- Ash Grove Academy has a working behaviour and anti-bullying policy which is strictly adhered to for all pupils including pupils with SEND.

Ash Grove is committed to being an emotionally healthy school, with emotional health and mental well-being an integral part of the school curriculum. We have a fully trained ELSA (Emotional Literacy Support Assistant) and several members of staff who are trained in delivering a range of SEMH interventions, supporting a tiered approach to meeting the needs of all children. We work closely with our NHS Mental Health Support Team, which enables us to broaden our capacity for delivering these interventions, and has also helped us share our SEMH agenda with our families and wider school community.

Ash Grove works with the Child and Adolescent Mental Health Service to gain advice and support wherever necessary.
The Principal, SENCO's and class teachers also work closely with parents/carers in order to gain a clear picture of each child's needs.

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Keeping Students Safe and Supporting Their Wellbeing

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

The school's medical policy explains the administration of medicine. The protocol for administering medicine is:

- Parents complete and sign an Appendix 1 form – Request for the administration of medicines.
- The medicine is stored by school securely.
- The medicine is administered by a member of staff who holds a current first aid certificate in the presence of a second adult who signs to acknowledge correct administration.
- In some cases, pupil's medication may be more appropriately stored and administered in the classrooms, i.e. Asthma inhalers. When this applies, a clearly identifiable, safe place in the classroom is chosen. The asthma register is checked and updated on a regular basis.
- Where there are instances when a child needs assistance with toileting, pupils are encouraged to take as much responsibility as possible for their personal needs. For pupils with consistent continence issues, Ash Grove Academy will request adequate spare clothing and cleansing wipes to be kept in school and replenished regularly.
- Ash Grove Academy will actively seek further advice through school health and the continence service when necessary and continue to work closely with parents and offer support with any toileting issues.
- Pupil privacy and dignity will be respected at all times. For those pupils with more complex toileting needs, a care plan will be agreed with health professionals, parents, safeguarding Team and SENCo to ensure the wellbeing and safety of the child is met.
- Individual Health Care Plans are agreed and reviewed annually. These meetings take place between SENCo, School Health, Safeguarding Team and parent/carers. Parents are encouraged to contact school if there are any amendments to the agreed Heath Care Plan within the review period.
- Identified needs that arise from the Health Care Plans are fed back to school staff to ensure individual care needs are understood and met.
- Ash Grove Academy will offer support and opportunities to catch up on missed learning due to unavoidable medical appointments.
- Ash Grove Academy have regularly trained first aiders who are on site should a medical emergency arise. Where necessary, Ash Grove Academy seek out relevant training and updates for relevant staff members, to address specific needs of pupils; including asthma, epilepsy, severe allergies.

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

As well as offering a full, broad curriculum, Ash Grove Academy acknowledges the need to ensure all pupils' emotional and social development skills are nurtured and fostered. As such, individualised bespoke programmes of work are planned and delivered accordingly. Where appropriate the use of outside agencies will be sought (School Health/Child Adolescent Mental Health Services (CAMHs) /Family Service/Youth Engagement Service /Preventing Offending Panel/Counselling). Ash Grove Academy values the importance of emotional and social development and therefore strives to ensure all pupils with SEND have opportunities to engage in 1:1 time to talk with staff and peers alike. Where appropriate pupils will be able to access the Emotional Literacy support from trained staff (ELSA).

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Keeping Students Safe and Supporting Their Wellbeing

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

Ash Grove Academy has a clear and working Behaviour Policy which is implemented consistently and reviewed regularly. Pupils are expected to behave in line with the policy and where additional support is needed, Ash Grove Academy endeavour to ensure the appropriate levels of support are provided.
An integral part of the policy focuses upon rewards to promote positive behaviours. These may include residential trips both in the UK and overseas / innovative academy experiences i.e. kick boxing, , cheerleading, gymnastics, dancing and promotion of entrepreneurial skills. We monitor behaviour on a daily basis and decisions are made as a team led by the Principal around delivery of rewards and sanctions.
Where behaviours are challenging, the academy work diligently to initially understand the behaviours, and to implement and evaluate strategies to support those challenging behaviours. Where necessary external agency support is sought for example Adelaide outreach and Positive Handling training, covering de-escalation skills which is regularly delivered within the school to support staff with pupils who demonstrate challenging behaviours.

Ash Grove Academy will:

- Identify changes in behaviour and put the child's emotional wellbeing at the forefront of any decisions made in line with policy.
- Liaise with the child/parents/carers around any issues with behaviour.
- Monitor behaviour and any concerns or incidents are recorded.
- Implement firm boundaries which are consistently applied.
- Seek advice from external agencies if necessary.
- Implement further strategies and recommendations from external agencies i.e. Educational Psychologist/ Child and Adolescent Mental Health Services (CAMHs)
- Ensure communication flows between all key adults involved with the child.
- To utilise the EHC Plan recommendations to support the decisions made around the child.

In the unlikely event of exclusion, the Exclusions Policy will be adhered to and can be found on the academy website.
Ash Grove Academy believes that good attendance leads to good progress. We provide the following to support parents to encourage exemplary attendance in school:

- Daily free breakfast club from 7.30am.
- First response call at 9.45am.

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Keeping Students Safe and Supporting Their Wellbeing

- Safeguarding team alerted if no response from parents from first response call.
- Regular late gates.
- Regular liaison meetings with vulnerable pupils and their families to provide support for improved attendance.
- Regular meetings to review individual pupil's attendance.

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Working Together & Roles

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

The class teacher has the overall responsibility for the child's learning and their day to day wellbeing in school. They are the first port of call for pupils and parents. Class teachers are expected to plan and deliver appropriate personalised learning opportunities for pupils and to ensure that any resources in place to support their learning are used effectively. For example, these may include:

- The use of key adults in the classroom.
- The use of visual timetables.
- The use of any specific physical items such as writing slopes, coloured overlays, specific writing tools, specialist chairs etc.

The class teacher has a responsibility to deliver quality first teaching and through daily assessment for learning (AFL) identify next steps for each individual pupil.
The class teacher will hold regular liaison meetings with the SENCo to discuss learning outcomes and evaluate provision.
The class teacher will review First concerns /SEN support plans termly for children with a plan. These will be reviewed and new targets will be updated as appropriate. The plans will be shared with parents.

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

The Principal oversees the running of the academy ensuring that all elements of a pupil's education are in place. SLT and the SENCo have responsibility for co-ordinating the provision for pupils with SEND. The SENCo's will be closely involved with the Pupil Progress Meetings (PPMs) and will host formal meetings such as annual reviews. Other valuable members of the team around the child may include: 1:1 Key Worker/ Family support worker / Midday Assistant/School Health/Occupational Therapist /Speech and Language/Counsellor/Physiotherapist /Cheshire East Autism Team/Educational Psychologist/Child & Adolescent Mental Health Service (CAMHS).

The involvement of external agencies will always be with the consent of the parent/carer.

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?

All class teachers and key workers involved with a SEND pupil will be given a copy of their EHC Plan where applicable and be involved in the annual review process. Where outside agency advice has been sought for any pupil then feedback will be given to the class teacher and key worker.

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Working Together & Roles

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

All school staff members have a good awareness of SEND through regular staff meetings and staff training. All staff members work closely with the SENCo to develop and enhance their practice in relation to the specific needs of the pupils in their classes. The SENCo holds the National Qualification for SENCo and the Specialist SENCo award. Regular training is accessed across a broad spectrum of need.

Ash Grove employs highly skilled professionals to deliver proven interventions and in addition, the school has been designated a National Support School and National Teaching School. This means that we have a wealth of experience to draw upon for all SEND needs.

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 works extremely effectively with a wide range of external agencies and services to best support each individual. We have close links with health professionals i.e. Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Occupational Therapy.
The school Safeguarding Team regularly organise Early Help meetings and work productively to ensure good communication is maintained to meet the needs of our most vulnerable children.

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

The first point of contact should be your child's Class Teacher. The SEND Team are always happy to support pupils and parents/carers in matters relating to SEND. The SENC0's can be contacted on the main academy telephone number – 01625 919610

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

SENCo- Margaret Lisle can be contacted at **senco@ashgrove.cheshire.sch.uk**
01625 919610.
Early Years SENCo - Emma Lowe can be contacted at **elowe@ashgrove.cheshire.sch.uk**
01625 919610

Chair of Governor's

The Academy Chair of Governor's is Katie Siddall

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Working Together & Roles

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

Every effort is made to ensure the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupils' opinions are accessed through discussion, surveys, wishes and feelings reports and parental/professional advocacy with pupil consent. Pupils with SEND are represented on the School Council who meet regularly to share the views of their peers around issues in school.

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

All parents/carers are encouraged to take an active role in the Academy. Many parents volunteer both in school to support literacy development and participate in out of school activities i.e. trips, fetes, parades etc.
The SEN Team actively encourages parental involvement through SEND focussed social events, including SEND Breakfasts, where they can meet professionals who have been invited in response to parent voice.
Parents are invited to share their experiences and success stories with other parents during targeted sessions.

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

The SENCo provides support to parents/carers across all aspects of managing a child with SEND. This might include:

- Supporting parents to complete forms i.e. annual review paperwork /referrals
- Signposting to external agencies for additional support.
- Signposting to Parental Support Group i.e.Space 4 Autism.
- Referrals to external agencies who may offer further support, i.e. Family Service, ASC and ADHD team /CAMHs
- Open Door policy for parents to discuss any issues that may be affecting the family as a whole.

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Inclusion & Accessibility

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

Inclusion
At Ash Grove we ensure that all staff are supporting the learning, well being and safety needs of all our children so they belong, achieve and thrive.

Ash Grove leaders make sure that pupils receive effective support, consult with outside specialists and implement their advice as necessary and ensure reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND code of practice.

Adjustments are made where appropriate to provision and practice, provision of aids and services and physical features.

As an inclusive academy setting, we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities i.e. after school clubs, school trips, residential trips. Therefore, we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend; this may be offering support to pupils through the use of a key worker, booking accessible accommodation for residential trips, and/or appropriate risk assessments ensuring effective provision is made. Where there are very high levels of need, Ash Grove Academy will liaise and plan closely with the parents/carers and external agencies to explore the viability of accessing enrichment opportunities.

How accessible is the setting/school/college environment? **(See Accessibility plan on website for further details)**

Is the building fully wheelchair accessible? ☑

Details (if required)

Are disabled changing and toilet facilities available? ☑

Details (if required)

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

Details (if required)

☑

Our Local Offer for Special Educational Needs and/or Disability

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Inclusion & Accessibility

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

Details (if required)

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Transition

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

For information about your child joining Ash Grove Academy, then please email the main school office on **admin@ashgrove.cheshire.sch.uk** or telephone 01625 919610. The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

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

Ash Grove Academy encourages the families of pupils with SEND to arrange a separate visit to the setting to meet with the Principal and SENCo so information which specifically relates to the child's requirements can be shared. This can be arranged by contacting the school on 01625 919610.

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)*

Prior to entry into Ash Grove Academy and the initial liaison meeting with parents/carers, it is usual to visit for an informal tour of the setting with the Principal/ SENCo. Information gathered will be shared with the Class Teacher prior to entry in preparation for starting at Ash Grove Academy.
For those pupils with a higher level of need, it is likely that a multi-agency Team around the Child meeting will be held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupils' needs are best met. Following this meeting, the school

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Transition

considers the provision necessary and if appropriate takes steps to procure any resources or make necessary alterations to effectively integrate the individual child. The action plan is then reviewed either prior to entry or shortly after. The range of transition measures are personalised to meet the individual needs of the pupil but may include: visits to the setting, visits by school staff to the pupil's home or current setting and a transition pack containing visual representation.

When transition takes place to a new setting, Ash Grove Academy will ensure that we prepare and meet the needs of each individual. This may take the form of: additional transition visits, working through new routines, use of pictorial prompts, liaison with families and professionals at the new setting.

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Additional Information

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

There is a wealth of support services available to families of children with SEND. Ash Grove Academy will work with families to signpost parents/carers to relevant support services.

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

Last reviewed: September 2026. Review Due: September 2027

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

The Cheshire East Local Offer can be found at **www.cheshireeast.gov.uk/localoffer**

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Additional Information

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

As an academy, we encourage parents to address any worries or concerns promptly – initially with the class teacher and then with the SENCo. If they are unable to reach resolution, the issue can be discussed with the Senior Leadership team. In the vast majority of cases, through discussion, resolution can usually be found. However, if after discussing your concerns with the academy you remain unhappy with any aspect of our performance, our complaints procedure can be found on our website.