

Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



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



Middlewich High School



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Middlewich High School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input checked="" type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 100px; height: 15px;" type="text"/>
Specific Age range	11-16
Number of places	PAN (mainstream places) = 700; ASC Resource Provision places = 12; HI Resource Provision places = 8
Which types of special educational need do you cater for? (IRR)	<p><input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Autistic Spectrum Conditions and children with a Hearing Impairment. Students who access the resourced provisions are usually verbal and are able to demonstrate capacity for learning within a differentiated mainstream environment. Students who have a Hearing Impairment may use BSL as a form of communication.</p> </div> <p><input checked="" type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in</p> <div style="border: 1px solid black; height: 100px; width: 100%; margin-top: 5px;"></div>

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

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



Questions from the Parent/Carer's Point of View:

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Identification

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

Students with SEND are identified as early as possible within our setting. Initial identification is usually through discussions or concerns brought by parents, or primary school staff involved directly with the student and follows the Cheshire East Graduated Approach. These concerns may be based on the student's general wellbeing, their emotional, social or behavioral presentation, their academic progress in comparison to their peer group, or their profile against recognised characteristics of specific areas of SEND which are Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Sensory and Physical Needs.

School staff receive a regular program of updates to support them in the identification of SEND, **and there is information on the school website to support parents with this**. Early identification is paramount and therefore, staff working in school monitor the student's progress carefully on a termly basis through regular tracking and assessment of progress by the Progress Leaders and the SENCO. A termly SEND clinic is held to ensure subject teachers have the opportunity to discuss concerns about student progress with the SENCO and/or Resource Provision Lead teachers.

Concerns are initially raised with the school SENCO who will gather further information from those staff working directly with the student and then discuss the findings with the student's family and the student themselves. This discussion focuses on the desired outcomes for the student, and looks at what provision might be necessary to enable the student to reach those outcomes. Depending on the level of the student's needs, the decision may be made to offer in-class support approaches, for example advice might be offered to the teacher in order to support differentiation for the student. In addition, for some students, a package of interventions may be offered to enhance their learning. Those students with the highest levels of need may be referred to other agencies for further advice and support. The SENCO keeps a register of students requiring additional support in order to monitor the progress of these students, measure the impact of the support provided and to plan for provision across the school.

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

If you have concerns about any aspect of your child's education the first port of call should be your child's form tutor. The form tutor, if appropriate, may then seek the advice of the school SENCO. Alternatively, the school SENCO can be contacted directly, by telephone, or via the email addresses provided on the website.

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

All relevant school policies can be found on the school's website.



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Teaching, Learning and Support

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

The school teaches students with SEND in accordance with the Cheshire East Area Wide Offer using Quality First Teaching(QFT). We, as a school, strive to ensure that all students are given the opportunity to access appropriate learning and life opportunities in an inclusive manner. Our mission statement 'Achievement for All' is reflected in the provision of high quality teaching which is differentiated to meet the needs of all our learners. In-class approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Subject teachers and support staff are supported in appropriately differentiating learning opportunities for all the learners in their class.

The school has a wide range of intervention programs available to support a student whose progress remains of concern, despite appropriate in-class support approaches being followed. Many interventions are subject specific or literacy/ numeracy based. Some interventions are commercially available programs, for example, Toe By Toe and Power of Two. Many of our intervention programs are bespoke, personalised approaches based on best practice guidance, for example social skills and anger management.

For those with significant or complex needs, the school seeks the advice of external specialist agencies. In some cases these specialists might work in school with the student, or may provide programs of work for school staff to complete with the student.

Where additional levels of support are required, a school specific support plan is created, which will outline the provision available to the student and will be available to parents. Parents and students will be fully involved in the planning of support. Regular meetings will be held to discuss the student's progress.

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

Subject teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning (QFT). Where students have SEND, subject teachers will be made aware of the student's areas of strengths and difficulties via the student's individual profile, and will make every endeavor to meet individual needs, by following the strategies suggested in the student's profile. For example, for learners with literacy difficulties, the subject teacher may provide specific word banks, or visual supports may be used to accompany auditory information for students with hearing or language processing difficulties.

We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched, as far as possible, to build on the strengths of the learners. All additional provision for students with SEND is overseen by the school SENCO, and monitoring of these students' progress takes place at regular meetings held between progress leaders and the SENCO.

For students with particular needs, following assessment, adjustments to the curriculum may be deemed necessary. For example, adjustments may include; individual or small group tutorial sessions, physiotherapy and speech therapy. For some students it may be appropriate to provide support in the form of access arrangements in examinations. For example, an amanuensis, use of word processing, rest breaks or an oral language modifier.

All information about the curriculum structure for each year can be found in the school prospectus or on the school website.

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



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Teaching, Learning and Support

In order to ensure that QFT approaches are used fully in each classroom, a proportion of the Element one of the SEND budget is used towards in-class provision. This may take the form of additional physical resources in classrooms e.g. additional computers, specialised seating. It might also be used to provide additional human resource e.g. teaching assistants and specialist communication assistants. For those requiring provision additional to in-class approaches, SEND funding facilitates the school’s intervention programmes. Funding is matched to the support and intervention required to enable students to achieve specified outcomes identified in discussion with teachers and parents or on EHCPs. The SEND budget is the responsibility of the head teacher and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. At review, if evidence highlights the need for additional funding to secure further support to enable the students to make expected progress and the Cheshire East graduated response has been followed an application will be made to the Local Authority in line with Cheshire East, or relevant Local Authority guidance.

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

When a student’s needs are initially identified a discussion takes place between the SENCO, parents and the student. At this meeting desired outcomes for the student will be discussed and the provision or support the student needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support and provision needed, but occasionally the school may seek the support of other agencies on this. Any decisions to implement provision, which is different from or additional to that received by the majority of children, are agreed jointly between school, parents and the student. If there are differences of opinion about the nature of support required the school may seek the advice of external agencies to support the decision making process.

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

The school possesses a range of equipment and facilities (e.g. differentiated reading material, coloured overlays, sensory room etc.) to support students with SEND. The school SENCO makes strategic decisions about the allocation of these resources based on the needs of students. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents and students will be involved, wherever possible, in these discussions.

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

All school staff have high expectations for all learners. Monitoring of progress takes place continuously by subject teachers to identify where progress is falling or excelling. All students are set targets for progress based on their prior attainment data. As a school we aim for all learners to achieve aspirational progress over their time in the school. Formal monitoring of progress for all learners takes place termly in the form of a data drop and student progress meetings held between senior leaders. Information about student progress is shared with parents at progress evenings and via the parental portal and annual school report to parents. For learners with the most significant needs, daily contact with families may take place, for example in home-school books. For learners with SEND, school specific support plans will be discussed with parents via meetings with the SENCO, and for those with EHCPs an annual review will also be held. Parents are



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Teaching, Learning and Support

welcome to seek additional appointments to discuss their child’s progress as required or to seek guidance on how to best support their child’s learning at home.

For any parents with their own individual needs, special arrangements may be made on request. For example, signed communication.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our students are an integral part of any plans made about their education. Student’s opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending. Students are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect a student’s self-concept. In these circumstances, student involvement is carefully planned with those who know them best, i.e. families and those working closely with them.

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

The school’s SENCO, along with the specialist teachers undertake regular monitoring of student progress and of the intervention. Details of interventions and reviews of progress are recorded on SIMS, allowing for effectiveness and value for money for each intervention type to be closely monitored. This informs the annual provision mapping of support and interventions to be undertaken. The individual opinions of students and parents regarding the effectiveness of support are sought annually and collated to inform decisions about future provision. Secure electronic data systems are used in school which highlights student needs to all staff with access rights.

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Keeping Students Safe and Supporting Their Wellbeing

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

Student safety is paramount. Where risks are identified, as part of the individual student profile, measures are taken to limit these risks. For some students this may involve a Teaching Assistant (TA) supervising a student during the transition between lessons. In addition, students may be met in the morning by a TA and taken to our breakfast club or to one of our resource provision bases. TAs may also escort students to their taxi or parent at the end of the day. Lesson passes may also be issued to some students to aid their independence.

We have two separate yards; one for Year 7 and 8, and one for years 9, 10 and 11. Both yard areas are supervised by teaching staff at break and lunchtime and



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Keeping Students Safe and Supporting Their Wellbeing

TAs will closely monitor vulnerable students, whilst allowing them a level of independence. Where necessary, alternative arrangements for break and lunchtime are made, for example both resource provision bases are open to students at break and lunchtimes. For some students, a detailed individual risk assessment is undertaken which is shared with parents, and reviewed regularly by the SENCO.

Additional risk assessments may also be required for some curriculum areas and adjustments made to meet individual student needs. For example, use of adaptive tools in Product Design or Catering lessons.

Where necessary, additional support is made available on school trips and visits to enable SEND students to attend. The level of support required is decided jointly by the SENCO and visit organiser.

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

We recognise that all students, including those with SEND can experience a range of social and emotional issues which can impact on their health and well-being. These may present in the form of challenging or different behaviours. We have a very strong Achievement, Inclusion and Wellbeing Team and students are actively encouraged to speak to their form tutor or any member of the team about any concerns or worries they may have. As well as a whole school focus on social and emotional wellbeing through our Citizenship teaching we offer a range of interventions delivered by our highly skilled TA team who are able to offer t students a variety of support programs, both commercially published and bespoke to address specific issues as they arise. We recognise that for some students, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with students and their families. In addition to school-designed rating scales we also have available a range of assessment tools to support us in tracking and monitoring student's self-concept e.g. SDQ. Students with SEND may also be allocated a keyworker, who will work with them and their families to overcome their specific issues.

The school holds a clear position on bullying, and all students are taught to distinguish bullying from isolated acts of unkindness. Our Anti-bullying policy can be found on the school website. In addition to tutor time and our Citizenship programme, there are a range of assemblies and whole school events linked to anti-bullying. If a particular issue arises additional year group assemblies may be used to highlight the impact bullying can have. External services may also be invited to speak on a variety of topics to groups of students. All staff are vigilant in monitoring the student's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the students involved. Students are encouraged to talk to staff about any bullying issues. In addition prefects are on duty in the year 7 and 8 yard during break and lunchtime and have been trained in supporting students. Prefects also act as buddies for students in year 7. For students with SEND an extended transition into year 7 may also take place. This gives students the opportunity to meet other students and start to forge friendships. We also offer specific social skills sessions, where appropriate, for those students who may struggle to form and maintain positive relationships.

It is sometimes appropriate for us to offer support to the peer groups or siblings of students with SEND. This usually takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates. Sometimes more long term support is required with peers having regular opportunities to discuss their concerns to enable them to understand their peers with SEND. At other times this takes a more general form such as working with the class on celebrating diversity.



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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?

Some students with SEND may also have health or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol, for the administration of medication, is detailed in our Medical Care Policy. A Health Care Plan is agreed with the student, their parents, school and any health care professionals involved with the student. Medication is kept in a locked box in the Medical Care Coordinator’s room or in the resource provision base. Medicine is then administered in the presence of a member of staff who signs to acknowledge correct administration. Emergency medication (e.g., epi-pens, epilepsy rescue medication etc) may need to be kept with the student, if this is detailed in their Health Care Plan. Students with asthma are expected to carry their reliever inhaler with them at all times and to have a spare inhaler in the Medical Care Coordinator’s room. School will ensure that an appropriate number of staff are trained in first aid. Staff undertake regular training and are trained annually by the school nurse in the administration of rescue medication such as epi-pens and asthma inhalers. Where necessary the school seek out relevant training to address the specific needs of students.

Staff in school are experienced in supporting students in their toileting, and we would seek to support toileting programs in place at home and advised by external health professionals. For those students who wear continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting student’s toileting needs. Privacy and dignity are of paramount importance for all students with health or personal care needs. For some of our students it is most appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams, tube feeding etc.) and arrangements for this are made based on the context of the student’s needs. Students are encouraged to be as independent as possible in managing their health needs (e.g. diabetic students checking their own blood sugars). School staff will still monitor the management.

Information about the health and personal care needs of students is noted on their individual profile. For students with ‘high risk’ needs profiles photographs are displayed in the staff room. For those students with more complex medical needs, health care plans, produced in discussion with parents / carers and health professionals are used and these are stored alongside their individual profile as well as with the student’s medication. For those students with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency.

Where students need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the student with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional “catch up work” for completion at home. The school will work flexibly to support students who miss work due to unavoidable medical appointments or through illness. If students have to miss extended periods of school, e.g. for an operation or due to a long term medical condition, school may refer the student to the Medical Needs Team.

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

Social and emotional wellbeing is at the heart of our curriculum, and teachers address this through their teaching. Staff promote an environment in which positive personal relationships can flourish, and seek to support students in managing their emotions and relationships on a day to day basis. For those requiring further support, the school employs three inclusion specialists, who might work individually with students or might support students in a more holistic way (e.g. family



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Keeping Students Safe and Supporting Their Wellbeing

support, peer support etc). We have a range of interventions to support students experiencing difficulties with emotions, relationships, or behavior. These include social skills, behaviour management and person-centred counselling.

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

The school has a clear behaviour policy (available on our website) which is implemented consistently. Where students require additional support with behaviour a range of measures are used to support them in adhering to the school rules. A key focus of the school in supporting student's whose behaviour challenges, is to firstly understand this behaviour. We use an Antecedent, Behaviour, Consequence system of recording and analysing behavioural incidents, in order to try to find patterns in behaviours. When these are identified we then seek to implement strategies to support students in avoiding the repetition of these behaviours. Our focus is on proactively avoiding unwanted behaviours, deescalating emotional incidents, and supporting students to change their own behaviours and focus on their positive behaviours. We work flexibly in response to student behaviour, and aim to find creative strategies to support students. For some students this involves alternative arrangements at key "trigger points" during the day, for others this may involve a "time out" arrangement enabling students to find a designated "safe space" at times of stress.

Within our behaviour policy there is a clear and consistent hierarchy of rewards and sanctions using restorative behavior systems within school. It is only as a last resort we would move to a fixed term or permanent exclusion for a student. A copy of the school's exclusion policy can be found on our website.

We firmly believe that good attendance is vital in order for students to make good progress in school. Parents are asked to contact school if their child is to be absent from school. Students whose attendance falls below our target will be closely monitored by our attendance officer, who will work with students and their families to address the issues causing issues with attendance. School will also refer cases of persistent absenteeism to our Education Welfare Officer.



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Working Together & Roles

What is the role of my student or young person’s class teacher?

Form tutors have the responsibility for the day to day well-being of all students in their tutor groups. They are the first port of call for students and parents, and act as a hub for information about the student unless an alternative key worker has been assigned.

The subject teachers have the overall responsibility for a student’s learning and are expected to plan and deliver appropriate learning opportunities for all students, and to ensure that any resources in place to support student learning are used efficiently (e.g. additional adults, physical prompts, and interventions).

Who else has a role in my student or young person’s education?

The Headteacher, along with the Deputy Headteacher, oversees the running of the school, ensuring that all elements of a student’s education are in place. The Assistant Headteacher , Behaviour, Safety and Inclusion has strategic oversight of the provision and inclusion for all students. The Assistant Headteacher Achievement and Progress has the strategic oversight of academic progress of all students. The Head of Student Services has oversight of day to day behaviour and welfare of all students. The SENCO has overall responsibility for the strategic provision planning and monitoring of progress for students with SEND. The SENCO may work individually with students, or carry out assessments where required, and will usually host formal meeting such as annual reviews.

In addition students may also come into contact with the following:

- The Inclusion specialist who has responsibility for ensuring the emotional needs of students are met (parental consent required for regular planned contact).
- The Deputy SENCo who has responsibility for a cohort of SEND students and works closely alongside the SENCo.
- The Intervention Specialists who is focused on individual subjects and progress. They might work individually, with a small group of students or advise other staff (parental consent is required for regular planned contact).
- The resourced base teachers are specialists in supporting students with a range of needs and might work individually with students or advise other staff (parental consent required for regular planned contact). For those students who are members of one of the resourced provisions (specified on their EHCP), the resource base teacher will work alongside the form tutor and subject teachers. This is to ensure that students are given the opportunity to be included in mainstream learning opportunities with a designated class. Responsibility for the academic progress of these students remains with the subject teacher, unless the student is attending the resource provision base full-time.
- The Resource based specialist TAs are directed by the resource based teachers and work closely with the students providing holistic support.
- The school nurse (parental consent required for any contact).

There is also a large number of support staff (teaching assistants) working in school. Many of these are highly skilled and experienced. Some of these staff run intervention programs under the guidance of the teaching staff; others work in classrooms supporting students in small groups or on a 1:1 basis. For students



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Working Together & Roles

with the highest levels of need, an additional adult might be assigned to work with the student on a 1:1 basis. Some of these students will be assigned a key worker.
Occasionally external agencies, or specialists might be brought in to work with students, or offer advice to the school and/or parents. Their involvement will always be with the consent of the parent. For those students working within the resourced base (specified on EHCP) a speech therapist is available in school.

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

We use a secure system for all electronic data in school which highlights students with SEND and medical needs to all staff. This system is linked to our registration and behaviour and provision mapping tools meaning that information about any student’s needs is visible to staff alongside academic data. Information about SEND needs of students are noted on student’s individual profile, and this document will signpost staff to the more detailed documents where required. There are regular opportunities to discuss the content of these profiles at the termly SEND clinics with the SENCO and resource provision staff.

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

All school staff have a good awareness of SEND through regular staff meetings etc. Regular meetings are held to enable staff to work with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes. A comprehensive range of in-house training sessions are delivered routinely to all staff in school.
The school SENCO is a specialist member of staff who holds the National Qualification for SENCOs and has many years’ experience of teaching pupils with a variety of complex needs. In addition the SENCO holds a postgraduate certificate in Deaf Education.
The ASC resourced base teacher holds a Masters certificate in Psychology and has an enhanced knowledge and many years experience of teaching pupils with Autism and complex needs.
The wider SEND team hold a variety of appropriate qualifications including Level 3 BSL, and have an enhanced knowledge of Literacy and Numeracy difficulties and support strategies. A number of teaching staff also hold a Level 1 BSL certificate.

We are also a partner in the Chimney House Alliance with local schools, and have provided professional development opportunities for staff from other schools with relation to SEND.
The School holds the Inclusion Quality Mark, the School Games Gold Award, the Arts Mark Award, the RE Quality Mark and the Healthy Schools Mark. Maths & Science Marks

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



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The school works with a wide range of services. We have close links with health professionals, for example, CAMHS, Cheshire East Autism Team, Deafness Support Network, Speech and Language Therapy, School Health, Physiotherapy and Occupational Therapy. There are close links with all agencies within our Local Authority and with neighbouring Authorities, as well as with voluntary organisations such as Cheshire Young Carers and the NSPCC. For Looked After Children we also work in partnership with the Virtual School. Where necessary, multi-agency meetings are arranged to ensure student’s needs and those of their families are comprehensively met.

The School Health Team hold weekly ‘drop-in’ sessions for students to discuss their health needs confidentially. The Audiology Team, based at Leighton Hospital, provide audiological support for our Hearing Impaired students.

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

In the first instance parents should contact their child’s Form Tutor.

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

Mrs Janine Barton is our school SENCO. She can be contacted via the school telephone number or via e-mail: janine.barton@middlewichhigh.cheshire.sch.uk

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, Pupil Premium, Looked After Children, Safeguarding and G & T. These governors all sit on the Behaviour, Safety and Inclusion Committee and meet on a termly basis to monitor the well-being and progress of students in these groups. The SEND Governor takes an active interest in the department and updates her knowledge as available. Regular meetings between the SEND governor and SENCO take place to ensure that all students with SEND are making relevant, aspirational progress.

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

Every effort is made to ensure that the opinions, wishes and feelings of our students are an integral part of any plans made about their education. Student’s opinions are sought at a level which is accessible to the individual. For some students this might mean that they are supported to express their views in alternative formats. Students are actively encouraged to attend meetings, however, their views can be expressed via prior discussions which take place with a familiar adult who then acts as an advocate for them in the meeting.

There is a school council, made up of students who meet regularly to share the views of their peers and help make whole school decisions. All students, regardless of need, are encouraged to be part of the school council.

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



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Working Together & Roles

There is an active PTFA who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand is advertised and posts are open to all of our parents.

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

Parents of SEND students may have a large amount of paperwork to negotiate, the SEND team in school, led by the SENCO, are happy to provide support to parents as required. This might include, completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways such as flyers available in reception and information e-mails. We work in partnership with Changing Education, who provide careers advice and guidance to students at KS4.

Many of our students who have SEND travel to school by taxi. We liaise with parents, taxi drivers / escorts and the transport coordinator team on a regular basis. Specialist training is offered by school to the taxi drivers and escorts by the SEND team in school. Where appropriate we will support students with independent travel training.



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Inclusion & Accessibility

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

The school has a breakfast club which is open from 8am each morning. Students attached to the resource based provisions are also able to access the services surrounding their need at any time during the day, including before and after school.
All students have equal access to extra-curricular activities, including trips and residential visits. Extra-curricular activities are generally cost-free. The cost of trips and visits is variable, depending on the nature of the visit.
For students who require additional support to enable them to participate in a club or visits, appropriate support will be arranged through meetings with the SENCO, parents, students and any other appropriate professionals to ensure the student's needs are fully met whilst on the visit.

How accessible is the setting/school/college environment?

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)

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

Details (if required)



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Inclusion & Accessibility

The School's Accessibility Plan is available on the school website.

The school is fully accessible and barrier-free which ensures that SEND students are supported to access those facilities available to all students.

All recent developments on the school site have been designed with the needs of all our students in mind.

For those who use alternative forms of communication, such as BSL sign communicators are used at all whole school events, including parents' meetings and assemblies. BSL Signage is also used throughout school.

For those whose first language is not English (including parent/carers) or who require information in an alternative format, provision is made by application to the school.

Specialist IT software e.g. Widget is used to assist support for those students using BSL. Read Write Gold is also used to assist those students requiring a reader for examinations. Other equipment is made available, subject to assessed need.



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Transition

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

Initial enquiries regarding admissions should be made to Mr Mark Edwards, Deputy Headteacher, via the school telephone number or via e-mail: m.edwards@middlewichhigh.cheshire.sch.uk. Parents are also welcome to visit the school by prior arrangement. Parents of students with SEND should contact the SENCO via the school telephone number or via e-mail: janine.barton@middlewichhigh.cheshire.sch.uk.

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

Parents wishing to visit the school should contact Mrs Jan Burton, admissions officer, via the school telephone number or via e-mail: j.burton@middlewichhigh.cheshire.sch.uk.

We hold an annual Open Evening and a series of Open Mornings in September of each year. These are advertised on the school website and in the local press.

Parents are also welcome to visit the school by prior arrangement. Parents of students with SEND should contact the SENCO to make arrangements via the school telephone number or via e-mail: janine.barton@middlewichhigh.cheshire.sch.uk.

How will you prepare and support my student 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)

Students with SEND are supported in their transition to us through an extended transition package which is arranged jointly between us, parents and the student's current school, taking into account their individual need.

Extensive support is given to students during Year 11 to ensure their transition to college, or other Post-16 provision runs smoothly. This is done in conjunction with the Youth Support Service.

In agreement with parents and students all relevant information will be provided to the new setting, school, or college.

All students follow a Lifeskills programme. At KS4 we offer, to a small number of students, a BTEC Level 1 course in Foundation Learning. This reinforces and develops independency skills and prepares students for adult life. This may also include independent travel training.

Changing Education and the Youth Support Service work with us to provide careers advice and guidance for students.



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Additional Information

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

The school SENCO, Mrs Janine Barton, can provide details of further support for families.

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

Updated: 21/8/2018

Next Review Date: July2019

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

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

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

As a school we encourage parents to address any worries or concerns promptly, initially with the Form Tutor, and then if they are unable to help, with a senior member of staff such as the SENCO, Assistant Headteacher, or the Head teacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns, you are still unhappy with any aspect of the school's performance our complaints procedure can be found on our website.