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

[Area Wide Local Offer](http://www.cheshireeast.gov.uk)



[**Please see the following page for information on this setting’s age range and setting type**](#SettingInfo)

[**Working Together & Roles**](#Roles)

[**Teaching, Learning & Support**](#Teaching)

[**Identification**](#Identification)

[**Transition**](#Transition)

[**Additional Information**](#AdditionalInfo)

[**Inclusion & Accessibility**](#Inclusion)

[**Keeping Students Safe & Supporting Wellbeing**](#Wellbeing)

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| **Name of Setting** |  |
| **Type of Setting**  *(tick all that apply)* |  |
| **Specific Age range** | 3-11 |
| **Number of places** | 30 children - Foundation Stage and KS1; 32 children - KS2 |
| **Which types of special educational need do you cater for?** |  |

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 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?** |
| Children with SEND are identified as soon as possible in our school. Initial identification is usually through comments and concerns brought by parents, or school staff working directly with the child. These concerns might be based on the pupil’s well-being, their social, emotional or mental health, their progress in comparison to their peers, or their profile against recognisable characteristics of specific forms of SEND. School staff receive regular training to support them in the identification of SEND. Early identification is paramount and, therefore, staff monitor the children’s progress carefully and get to know the child and their family as quickly and as well as possible. There are termly pupil progress meetings and SEN review meetings where teachers have the opportunity to discuss concerns about pupil’s progress and plan provision and next steps.  Initial concerns are raised internally with the school’s SENCO who would discuss them with the staff working with the pupil, pupil’s family and the pupil themselves. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child’s need, decisions might be made to offer class based support through OAIP (ordinarily available inclusive provision) or for some pupils, a package of specific interventions might be offered. Pupils with the highest level of need might be referred to other agencies for further advice and support. The SENCO keeps a register of pupils requiring additional support in order to monitor progress of the 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 concerns about 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 are happy to make appointments if you require longer discussions. The class teacher may then seek the involvement of the school SENCO. Alternatively, the school SENCO can be contacted directly, again either at the end of the school day or by making an appointment should a longer discussion be required. They can be contacted via email – [senco@excalibur.cheshire.sch.uk](mailto:senco@excalibur.cheshire.sch.uk) – or by contacting the school directly and leaving a message for the SENCO. |
| **Where can I find the setting/school’s SEND policy and other related documents?** |
| The school’s SEND policy and other relevant policies can be found on the school website by clicking: SEND, SEND Policy |

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| **Teaching, Learning and Support** |
| **How will you teach and support my child or young person with SEND?** |
| It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner when at all possible. Our priority is to adapt teaching through OAIP (ordinarily available inclusive provision) in every class to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, specific resources to support learning, small group or individual teaching etc. Class teachers receive regular professional development to support best practice.  The school has a range of intervention programmes to support children which go beyond class based approaches. Some are published or commercially available packages, such as: Read Write Inc, Power of 2, Beat Dyslexia. Others are bespoke/personalised approaches based on best practice guidance, for example: social stories and nurture groups. Others are provided by external agencies such as the Creative Action Team.  For those with significant or complex needs, the school seeks the advice of specialists, for example: speech and language therapists, occupational therapists, educational psychologists, the autism team. In some cases, these specialists might work in school with the child, or school staff might observe sessions in order to gain specific skills from these specialists. These specialists may also deliver training to school staff.  Where additional levels of support are required, a SEN support plan is created (SSP) which outlines the provision available to the child. Parents are fully involved in planning the support for their child and will have the opportunity to discuss it at regular review meetings with the class teacher. There is also opportunity to contact the school SENCO to discuss the child’s needs in more detail if needed. |
| **How will the curriculum and learning environment be matched to my child or young person’s needs?** |
| All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning where needed. Where pupils have SEND, class teachers will know the pupil’s strengths and areas for development, and will make every effort to provide for these. For example, a child with literacy difficulties may have personalised spelling banks or writing frames. For those with language processing difficulties, visual supports may accompany auditory information. Where learners are working at a level below that of their peers, class teachers adapt teaching to ensure that gaps in knowledge are taught, for example, by re-visiting or ‘over-learning’ objectives covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent learning tasks are matched as tightly as possible to the level and strengths of the pupil. For those children who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff. For example, the SENCO or external professionals such as a S+L specialist. All additional provision is overseen by the school SENCO, and monitoring the impact of provision takes place for every child on the SEND register at regular SEN meetings between the class teacher, SENCO and Head Teacher. When external tests or assessments are taken, if the child is working at the level of the tests, then the school will seek to ensure that the appropriate access arrangements are applied for from the examining body. For some children, this may mean they can have a scribe for exams, additional time, rest breaks or a smaller room to work in. |
| **How are the setting, school, or college’s resources allocated and matched to children or young people’s needs?** |
| In order to ensure that OAIP, which is the first wave of provision for learners with SEND, is fully used in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources e.g writing slopes, alternative seating, computing equipment. For those requiring provision additional to class based approaches, funding is used to facilitate a range of intervention programmes. These intervention programmes are fluid and adjusted to the needs of our pupils. In some cases, funding might also be used to provide additional adult support e.g teaching assistants, therapists etc. Funding is matched to the provision required to enable the child to achieve specific outcomes identified on their plan. The SEND budget is the responsibility of the Head Teacher, SENCO and School Business Manager and regular monitoring and adjustments take place to ensure that resources are allocated appropriately and cost effective, i.e the provision is impacting the progress of each child. Additional funding would be sought through the SEND processes in the local authority when sustained school provision was unable to make progress towards the desired outcomes on the child’s plan within an agreed time-scale. These children are likely to have complex, specialist high needs. |
| **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?** |
| When children’s needs are initially identified, a discussion takes place between teachers, parents and pupils. At this meeting, desired outcomes for the pupil will be discussed and the provision or support agreed. School is usually best placed to suggest and direct the nature of the support needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and pupils (if appropriate) will be fully involved in discussions about support and provision, which is different from or additional to that received by the majority of children, and decisions will be made together. If there are differences of opinion about the nature of support, the school may seek the advice of external agencies to support and clarify the decision making process. |
| **How will equipment and facilities to support children and young people with SEND be secured?** |
| The school has a range of equipment and facilities to support pupils with SEND such as: differentiated reading schemes, nurture provision, coloured overlays, physical resources and published educational materials. The SENCO and Head Teacher make strategic decisions about the allocation of these resources based on the needs of the pupils as they change. Additional resources are procured as required. Where more specialist personalised equipment is required, the SENCO liaises with the relevant external agency (e.g occupational therapy, sensory impairment services) to seek advice on the best options for procurement. Parents will be involved wherever possible in these discussions. |
| **How will you and I know how my child or young person is doing and how will you help me to support their learning?** |
| All school staff hold high expectations for all learners. Monitoring of pupil progress takes place day in day out by class teachers and they are best placed to identify rates of progress. For some learners, more regular contact with families may take place through informal conversations at the end of the school day or through home-school planners. Formal monitoring takes place termly in a meeting held with the Head Teacher, SENCO and class teacher. Information is shared with parents at parent-teacher consultations which are held termly and through the annual school report. For SEND learners, Sen Support Plans will be discussed at parent-teacher consultations, either face-to-face or via telephone conversation and for those with EHCP’s an annual review will be held (biannually for children under 5). Parents are welcome to seek additional appointments to discuss their child’s progress with the class teacher or SENCO. The school has an open-door policy and staff are accessible. We would always prefer any queries or concerns to be discussed with us as soon as possible.  Learning is planned based on the National Curriculum. Our approach to learning and teaching is available on the school website in our curriculum statement. Year group expectations are available on the website under ‘Classes’. Our long-term overview of topics covered is also available under ‘Curriculum’. At the start of each term, a letter is sent home from each class teacher outlining areas of learning for the term. Suggested websites to support learning are also given. There are opportunities to ‘learn about learning’ for parents through various workshops held through the school year. For example, Read Write Inc information evenings. |
| How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? |
| Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of plans made about their education. Pupil’s opinions are sought at a level which is accessible to the individual. For some, this means they are supported to meet with professionals. For others, this might mean contributing without actually attending meetings (opinions gathered via conversations with staff they are comfortable and secure with). We recognise the need to protect self-esteem and that it may not always be appropriate to highlight to the pupil the range of difficulties. Therefore, pupil involvement is carefully planned with those who know the pupils best: families and those working closely with them in school. |
| 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? |
| The school’s SENCO, Head Teacher and Senior Leadership Team undertake regular monitoring of learning, evaluating impact on pupil progress. Our school works closely with schools in the Chancery MAT as well as with local schools where good practice is shared. The school involves (SIPs) School Improvement Partners to monitor SEND in school with our most recent visit being in November 2023. Our latest OFSTED inspection in 2023 also assessed and evaluated the effectiveness of SEND, rating it at a good standard. The success of intervention programmes is monitored carefully to ensure that they have a strong impact on progress and value for money. The opinions of learners are sought through pupil voice surveys and parents through an annual survey. These are collated and used by subject leads, senior leads and governors to make informed decisions. The school uses iTrack to assist with the analysis and tracking of pupil progress. |

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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 paramount. To promote a calm, productive start to the day, doors open at 8.50 am so that the pupils can ‘filter’ in to the classroom and access an early morning activity. Registers are taken at 9 am. Teachers in KS1 ‘hand-over’ the children to known parents and carers at the end of the school day. Parents are asked to send a photograph or introduce us to anyone who may be new to the school before we allow pupils to leave with them. KS2 teachers walk out onto the playground with the children and over see their dismissal at the end of the day. The school has an electronic signing in system which must be used for any late arrivals or early leavers. All staff and visitors must wear lanyards. Gates remained locked during the school day and access to the building and site is through reception only.  At break times, we have at least one member of staff to oversee each key-stage. During lunchtimes, we have midday assistant supervision and a member of the senior leadership team ‘on duty’. For pupils with complex needs, 1 to 1 adult supervision is provided as necessary. The play space is ‘zoned’ and organised so that playtimes are as organised and safe as possible. We have peer counsellors and play leaders to support active, happy playtimes. There are risk assessments in place for all areas and activities of the school which are regularly updated and shared with all staff. These are monitored by the community committee of the governing body. For complex needs, it may be necessary to provide an individual pupil risk assessment.  Sometimes, pupils with SEND may need support before they go out to play through social story work and very occasionally individual pupils may need a structured plan or routine to be put into place to ensure that they have a safe and happy playtime.  For school trips, the school uses the local authority EVOLVE system for risk assessment. |
| **What pastoral support is available to support my child or young person’s overall well-being?** |
| All children access our PSHE curriculum which includes lessons on mental health and emotional well-being. We also have a range of support available such as nurture groups, social stories, circle of friends and Lego therapy to address any specific difficulties which may arise. We now have two ELSAs (Emotional Literacy Support Assistants) in school who are able to offer more bespoke well-being interventions. Peer counsellors are trained and available to children who may prefer to speak with a peer regarding any concern. Additionally, we support World Mental Health Day, Children’s Mental Health Awareness Day and Mental Health Awareness Month – held in October, February and May respectively. During these events, we hold assemblies and conduct class activities, with the aim of raising awareness.  The school has a child-on-child abuse policy on the school website. We hold a range of assemblies and class activities throughout the year and once a year have a very high profile Anti-Bullying week.  The school staff work hard to know the children and families exceptionally well and build supportive and nurturing relationships throughout school.  There are a series of whole school routines built into our work to develop self-esteem, for example – our house system, class Dojos, stars of the week, VIP table, stickers and postcards home etc. |
| **How will the setting, school or college manage my child or young person’s medicine or personal care needs?** |
| Our usual protocol for the administration of medicines is available on our website under: School Info – policies – Administration of Medicines Policy. In some cases, where a pupil’s medicine must be in school, arrangements are made for a clearly identifiable safe place and the location is detailed on any specific plan. There is a ‘watch’ board in the staff room for any child with specific conditions or allergies. In addition to regular first aid training, staff receive training regularly for any specific needs, for example – use of an epi-pen.  Staff are experienced in supporting pupils to become independent in their toileting and would work in conjunction with home in order to achieve this. We work closely with families and seek the advice of the continence service when meeting pupil’s toileting needs. Every care is taken to ensure pupil’s dignity when supporting toileting requirements. We have a disabled toilet in school and appropriate training is given to support staff should intimate care become a requirement.  It is appropriate for some pupils for medical care to take place in private to ensure privacy and dignity and arrangements will be made in relation to the pupil’s needs. For others, medical care may take place within the daily routine of the classroom e.g administration at snack time. |
| **What support is available to assist with my child or young person’s emotional and social development?** |
| Personal, social and emotional well-being is at the heart of our curriculum and day in day out life of the school. For those requiring further support, the school provides: nurture sessions, Lego therapy, Social Story Time with a teaching assistant, where a child may work individually or in a small group to develop the skills they need to work on. Our trained ELSAs can also offer more bespoke well-being interventions. This work is supported through regular discussions by class teachers, teaching assistants, the Head Teacher and families. We use the Boxall profile to help identify specific areas of development and measure progress towards them. For more complex needs, the school may seek the services of other agencies, for example the Family Hub, counsellors or CAMHS. |
| **What support is there for behaviour, avoiding exclusions and increasing attendance?** |
| The school has a clear behaviour policy which is implemented consistently through school. We work flexibly in response to pupil behaviour, and aim to find the best strategies to support them in managing their behaviour. It is very rare that we consider exclusion for any pupil. A copy of the school’s behaviour policy, which also includes information about exclusion, can be found on the school website. We take steps to maintain and improve attendance. Attendance is monitored by the Head Teacher regularly and there are a series of procedures based on working closely with families should a concern about attendance arise. This may involve the Early Help Team. |

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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 pupil’s learning and their day-to-day well-being in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil unless an alternative key worker has been assigned. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils and to ensure that any resources in place to support pupil learning are used efficiently e.g. additional adults, physical prompts, and interventions. |
| **Who else has a role in my child or young person’s education?** |
| The Head Teacher oversees the running of the school, ensuring that all elements of a pupil’s education are in place.  The school SENCO has responsibility for co-ordinating the provision for pupils with SEND. They may work individually with pupils or carry out assessments as required and will usually host formal meetings such as annual reviews. In addition to the class teacher and the SENCO, pupils might come into contact with the following:   * Specialist teachers (parental consent required for regular planned contact) * Teaching assistants * Support staff * School nurse (parental consent required for any contact) * Volunteers/parent helpers * Associate teachers on placement * Midday supervisors |
| **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, teaching assistants and adults regularly working with an individual child will be aware of the child’s SEN Support Plan, EHC Implementation Plan or EHCP and there are regular opportunities for the content of these to be shared at termly SEN meetings with the SENCO and Head Teacher. The school has a system of a confidential folder which includes information (regularly updated) about children which is discussed with class teachers. There is a password protected tracking system which contains specific assessment data. |
| **What expertise is available in the setting, school or college in relation to SEND?** |
| All school staff have a good awareness of SEND through regular staff meetings. There are opportunities for staff to work with the SENCO to develop their practice in relation to the specific needs of the pupils in their class. The SENCO has one full day of non-contact time a week to fulfil this duty. The SENCO is an experienced teacher and achieved the national qualification for SENCO. We are part of Chancery Multi-Academy Trust and are able to utilise expertise within our academy and also get support and advice from other local schools if necessary. The SENCOs in Alsager meet regularly (either face-to-face or via Teams) to discuss and support the provision of SEND in the locality. |
| **Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?** |
| The school works with a wide range of services. We have links with health professionals, for example, our school nurse, the Early Help team, Cheshire East SEN Team, the Autism team (CEAT), the Educational Psychology team, the Family Hub, CAMHS, SALT and OT. We work closely with social care teams as necessary, including family support service workers. We organise multi-agency meetings to discuss pupil’s needs as necessary to ensure good communication and clarity with these groups in order to meet the needs of pupils and their families. |
| **Who would be my first point of contact if I want to discuss something?** |
| Your first point of contact would be the class teacher. The school SENCO is also available to support you in matters relating to SEND. |
| **Who is the SEN Coordinator and how can I contact them?** |
| The school SENCO is Miss Anna McArdle – she can be contacted by telephoning the school or senco@excalibur.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 school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCO take place to monitor the provision made for pupils with SEND. The SEND governor at Excalibur is Gail Whittingham. |
| **How will my child or young person be supported to have a voice in the setting, school or college?** |
| Every effort will be made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil’s opinions are sought at a level which is accessible to them. For some, it might mean they are supported to express their view in alternative formats e.g through writing, drawing or audio means. We have an active school council, made up of pupils representing every class, who meet regularly to share the views of their peers. Pupils contribute to the decision making process and are able to suggest improvements to the school. Children complete learning surveys and also anti-bullying surveys throughout the year. Pupils are supported as necessary to complete these. |
| **What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?** |
| We welcome parent support in school. Parent volunteers come into school to work with groups of children or support with administrative tasks which help the teacher. Parents with specific skills may run after-school activities or be asked to give assemblies or class talks. In Reception and Year 1, we have ‘mystery readers’. Parent volunteers also assist with educational visits. There is opportunity to join ‘Friends of Excalibur’ who organise events and fundraise for the school. Parent governors are part of the governing body and when a term of office expires, details of how to stand are advertised through a letter to parents. We have an open-door policy and encourage parents’ active participation in the life of the school. |
| **What help and support is available for the family through the setting, school or college?** |
| There can be an amount of paperwork as a parent of a child with SEND. The SENCO will provide support to the parent as required. This might be completing forms with parents; helping with the wording or signposting them to agencies that can help, such as parent partnership. Information about parent support groups is shared through school letters and the website. School office staff are also happy to help parents with any form-filling should that be required. If a child travels to school by taxi, we liaise with parents, taxi drivers and the local authority transport team as necessary in order to ensure the needs of the child are met. |

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| **Inclusion & Accessibility** |
| **How will my child or young person be included in activities outside the classroom, including trips?** |
| As an inclusive school, we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore, we work flexibly to make relevant adaptations for pupils with SEND to attend. For example, this might mean booking accessible accommodation for residential trips, altering timings or providing additional adult support. We have a range of after-school activities for most year groups which change on a termly basis, all of which are available to pupils in those cohorts regardless of need. For children with high needs, we liaise closely with families to ensure that suitable alternatives (e.g a day trip in place of an overnight residential) are found. |
| **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)  Parking on the school car park is limited to staff and official visitors although we do have a disabled parking space.  Do you have disabled parking spaces for students (post-16 settings)?  Details (if required)  n/a  Our accessibility policy can be found on the school’s website. Pupils with SEND are supported to access the facilities open to their peers, for example, additional support for sports sessions. The school makes reasonable adjustments to the visual and auditory environment for learners with sensory impairments. Classroom environments and routines are designed to support pupils with Autism and Dyslexia. Where pupils and families require communication through languages other than English, the school would seek the services of a translator for key meetings. |

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| **Transition** |
| **Who should I contact about my child/young person joining your setting, school or college?** |
| For information about admission please email the main school office – [admin@excalibur.cheshire.sch.uk](mailto:admin@excalibur.cheshire.sch.uk) – where someone will discuss the admission process with you.  The admissions policy is available on the school website. |
| **How can parents arrange a visit to your setting, school or college? What is involved?** |
| Details on visits to the school are available on our website – follow: parent information –parent visits |
| **How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)** |
| Prior to entry to school, families visit for an informal tour with a member of the Senior Leadership Team. In addition to the transition events for all pupils, for those pupils with SEND, families will be invited to meet with the SENCO to share information about the child’s SEND and the provision which may be necessary. For those with a high level of need or an EHCP, we would want to hold a multi-agency transition meeting which is an opportunity for families and professionals to share information and for actions to be planned to ensure that the pupil is appropriately supported for transition to our school. The Early Years Team invite parents into school and discuss all the practicalities of school life and how support will be provided throughout. The SENCO attends these meetings and is available for questions during this time.  Wherever possible, we prepare pupils for transition to new settings in a manner which is most appropriate for the individual. For some, this means additional visits to the new setting. We work closely with families and the new setting to ensure consistency of information. We have close links to our main local high school, Alsager High and work closely with the SEND department and staff. |

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| **Additional Information** |
| **What other support services are there who might help me and my family?** |
| The school SENCO or administrative staff or Head Teacher in school can provide details of further support for families.  [head@excalibur.cheshire.sch.uk](mailto:head@excalibur.cheshire.sch.uk)  [admin@excalibur.cheshire.sch.uk](mailto:admin@excalibur.cheshire.sch.uk)  contact@excalibur.cheshire.sch.uk  [senco@excalibur.cheshire.sch.uk](mailto:senco@excalibur.cheshire.sch.uk)  Parent partnership can be accessed (<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/send-developments/the-0-25-send-partnership.aspx> )  Cheshire East family information service is an impartial one stop shop service for parents and carers of children 0-19 – [www.cheshireeast.gov.uk/fis](http://www.cheshireeast.gov.uk/fis) |
| **When was the above information updated, and when will it be reviewed?** |
| January 2025 to be reviewed January 2026 |
| **Where can I find the Cheshire East Local Offer?** |
| The Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer) |
| **What can I do if I am not happy with a decision or what is happening?** |
| We encourage parents to address any concerns or worries promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENCO, Deputy Head Teacher or 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 with these people, you remain unhappy with any aspect of the school’s performance, our complaints procedure is available on the school website. |