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)

|  |
| --- |
| [--------------------------------------------------------------- Click here to return to the front page ----------------------------------------------------------](#FRONT) |
| **Name of Setting**  | Weston Village Primary School  |
| **Type of Setting***(tick all that apply)* |       |
| **Specific Age range** | Reception – Year 6. 4years – 11years  |
| **Number of places** | 210 |
| **Which types of special educational need do you cater for? *(IRR)*** |  |

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:**

| [--------------------------------------------------------------- Click here to return to the front page ----------------------------------------------------------](#FRONT) |
| --- |
| **Identification** |
| **How will you know if my child or young person needs extra help? *(IRR)*** |
| All our class teachers are aware of SEN and are on the lookout for any pupils who aren’t making the expected level of progress in their schoolwork or socially. This might include in reading, writing or mathematics but may also include concerns around your child’s emotional regulation, attention, concentration or social communication.If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will support the pupil to fill it. Pupils who don’t have SEN usually make progress quickly once the gap in their learning has been filled.If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child’s teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, the autism team or a paediatrician. Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision. If your child does need SEN support, their name will be added to the school’s SEND register, and the class teacher and SENCO will work with you to create a SEN support plan for them.  |
| **What should I do if I think my child or young person needs extra help?**  |
| **Tell us about your concerns** If you think your child might have SEN, the first person you should tell is your child’s teacher. You can contact your child’s teacher via Class Dojo or via email (email addresses can be found on parent information leaflets) They will pass the message on to our SENCO, Emma Loveland, who will be in touch to discuss your concerns.You can also contact the SENCO directly. eloveland@weston.cheshire.sch.uk **We will invite you to a meeting to discuss your concerns**We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.Together we will decide what outcomes to seek for your child and agree on next steps.We will make a note of what’s been discussed and add this to your child’s record. You will also be given a copy of this.**We will decide if your child requires SEN support** If we decide that your child needs SEN support, your child will be added to the school’s SEND register.  |
| **Where can I find the setting/school’s SEND policy and other related documents? *(IRR)*** |
| Please visit the school’s website to find and read the: * SEN policy <https://www.weston.cheshire.sch.uk/serve_file/22779387>
* Child protection and Safeguarding Policy <https://www.weston.cheshire.sch.uk/serve_file/22779387>
* Mental Health Provision Map <https://www.weston.cheshire.sch.uk/serve_file/21024804>
* Anti-bullying policy <https://www.weston.cheshire.sch.uk/serve_file/22776976>
* Behaviour policy <https://www.weston.cheshire.sch.uk/serve_file/22776978>
* Suspension and Exclusion policy <https://www.weston.cheshire.sch.uk/serve_file/22776977>
 |

| [--------------------------------------------------------------- Click here to return to the front page ----------------------------------------------------------](#FRONT) |
| --- |
| **Teaching, Learning and Support** |
| **How will you teach and support my child or young person with SEND? *(IRR)*** |
| Teachers’ Responsibility and High-Quality TeachingYour child’s class teacher is responsible and accountable for their progress and development. High-quality, inclusive teaching is our first step in responding to any identified needs. We ensure that all pupils have access to a broad and balanced curriculum throughout their time at our school.We recognise that every pupil learns differently. There is no ‘one size fits all’ approach. Instead, we adapt teaching and learning on a case-by-case basis to ensure that support is personalised and meaningful for each child.Our adaptations may include:* Curriculum adjustments, such as small group work, modified teaching styles, or adapted lesson content
* Differentiated teaching, including longer processing time, pre-teaching of key vocabulary, and reading instructions aloud
* Use of tailored resources and staffing, to support specific learning needs
* Use of recommended aids, such as laptops, coloured overlays, larger print, and visual timetables
* Teaching assistant support, provided either 1-to-1 or in small groups, depending on the pupil’s needs and their individual learning targets

Additional Interventions We May ProvideWe offer a range of targeted interventions tailored to different areas of need:Communication and Interaction* Visual timetables
* Social stories
* Comic strip conversations
* Talkabout
* Lego Therapy
* Zones of Regulation
* Movement breaks
* Nurture groups
* Friendship Terrace

Sensory and/or Physical Needs* Hearing loop
* Makaton
* Adapted learning resources
* Technology to support vision
* Speech and language therapy
* Welcomm (speech and language screening and intervention)
* Blanks Levels of Questioning

Cognition and Learning* Writing slopes
* Overlays for reading
* Pre-teaching vocabulary or concepts
* Precision Teaching
* Fine motor skills development
* IDL (literacy and numeracy support)
* RWI (Read Write Inc) boosters and comprehension (Key Stage 2)
* Engagement Model for children working below national curriculum levels
* Bespoke curriculum pathways

Social, Emotional, and Mental Health* Flexible seating arrangements
* Social stories
* Support for tactile sensitivity
* NV access support (Visually impaired program)
* Sensory Circuits
* Gross motor skills development
* The Nest – our in-school sensory and regulation space
* Regulation support and emotional literacy teaching
* Cool Kids and Motor Skills United programmes

Evaluating the Effectiveness of SupportWe regularly review and evaluate the effectiveness of the support we provide through:* Termly reviews of pupil progress towards individual goals
* 6-week reviews of intervention impact
* Pupil voice through questionnaires
* Ongoing monitoring by the SENCO
* Provision mapping to track and measure progress
* Annual review meetings for pupils with an Education, Health and Care (EHC) plan
 |
|  **How will the curriculum and learning environment be matched to my child or young person’s needs? *(IRR)*** |
| **As an inclusive school, we are committed to ensuring that all pupils can access the curriculum at an appropriate level. To achieve this, we adapt both the learning environment and curriculum to meet individual needs. This may involve personalising learning tasks, differentiating content, or implementing specific strategies to support access and engagement.****Where appropriate, specialist equipment or environmental adaptations are put in place to support pupils with additional needs. We regularly carry out environmental audits and use validated tools—such as the Autism Education Trust (AET) Framework—and evidence-based research to inform our planning and provision.****When needed, we seek professional advice from external agencies, such as the Cheshire East Autism Team, to help us tailor the curriculum and learning environment to better meet a pupil’s individual needs.** |
| **How are the setting, school, or college’s resources allocated and matched to children or young people’s needs?**  |
| **The Head Teacher determines the budget for Special Educational Needs and Disabilities (SEND) in consultation with the school governors, considering historical patterns of need and projected requirements.****Provision for pupils with SEND is reviewed regularly by the Head Teacher and SENCO to ensure it remains effective and responsive. Adjustments are made as needed to reflect changes in pupil needs or available resources.****Resources to support pupils with SEND—such as specialist equipment, additional adult support, or involvement from external agencies—are allocated based on individual needs. Wherever possible, these are funded from within the school’s budget. In some cases, pupils with more complex needs may require ongoing support from a key adult throughout parts of the school day.****The SEND budget is strategically managed by the Head Teacher and SENCO and reviewed throughout the year to ensure it continues to meet current needs effectively.****Where a pupil’s needs are particularly complex and it is felt that additional funding is required, this will be discussed with parents during regular review meetings. If appropriate, and with parental agreement, the school will work collaboratively with families to apply to the local authority for an Education, Health and Care (EHC) needs assessment.** |
| **How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?*(IRR)*** |
| **When a pupil is initially identified as needing additional in-class support, parents will be invited to meet with the class teacher to discuss concerns. A 'First Concerns' discussion form will be completed as part of this process. If the pupil continues to require support beyond this point, further 'First Concerns' documentation will be completed to track needs and provision.****For pupils requiring more significant support, the school may involve external agencies—such as Educational Psychologists—through a consultative process. Parents will then be invited to a meeting with the class teacher and the SENCO, during which SEND Support paperwork will be completed. Desired outcomes for the pupil will be discussed and agreed upon collaboratively, and the steps required to achieve these will be outlined. The pupil’s views will be sought and included in this decision-making process.****The school has a broad range of expertise in supporting diverse needs. If there are differing views on the type of support a pupil requires to meet their outcomes, advice from external professionals will be sought.****All resources, training, and support are reviewed regularly, with changes made as needed to ensure provision remains effective and responsive.** |
| **How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*** |
| If any specialist equipment or facilities are required (e.g. scribes) that the school does not currently have, a review will be carried out in collaboration with the parent, pupil, and any relevant specialist agencies, such as a teacher of the deaf or an occupational therapist. Wherever possible, the school will aim to meet these needs within its existing budget. In some cases, specialist equipment may be available on loan from external agencies. |
| **How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*** |
| Your child’s progress is continuously monitored by their class teacher and formally reviewed by both the Head Teacher, Assistant Headteachers, Teachers and the SENCO. We are committed to keeping you informed and involved at every stage of your child’s learning journey.Monitoring and Support* The SENCO and class teacher regularly review the progress and provision for pupils with special educational needs. If there are any concerns about your child’s development, we will contact you to discuss next steps.

Parent Meetings* Pupils with SEND are offered two Parents' Evenings each academic year.
* Parents will be informed of the most suitable ways to communicate with their child’s class teacher and the SENCO. Where needed, additional meetings can be arranged to review progress and discuss any concerns.
* SEND Support Plans and Implementation Plans will be reviewed regularly by the class teacher and SENCO. Once reviewed, these will be shared with parents to ensure they are fully informed and involved in supporting their child’s progress.

Annual Reviews* Pupils with an Education, Health and Care Plan (EHCP) will have a formal Annual Review each year, in line with statutory requirements.
* If requested or necessary, school will host urgent reviews to review your child’s education health care plan.
* **If requested or deemed necessary, the school will arrange an urgent review of your child’s Education, Health and Care Plan (EHCP)** to ensure their needs continue to be met appropriately and in a timely manner.

Ongoing Communication* If you have concerns at any time, we encourage you to speak directly to your child’s class teacher or contact the SENCO for an appointment.
* Teachers or the SENCO will also reach out to you during the year if they have any concerns—this may be through a phone call, a planner message, or in-person conversation.

Communication Tools* Teachers will use Class Dojo to communicate directly with parents for non-urgent communication
* Teachers and school staff may email or call parents to share urgent or non-urgent information.
* Teachers may speak to parents at the end of the school day.
* In certain situations—such as when a pupil is new to school or has experienced a particularly challenging time—regular face-to-face feedback may be offered for a short period to support transition and wellbeing.

Reports and Statutory Assessments* All pupils receive an Annual Report in the summer term summarising their progress.
* You will also receive the results of any statutory assessments, such as the Early Years Foundation Stage (EYFS) baseline or end-of-key-stage SATs, as appropriate.
 |
| How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)* |
| We actively encourage pupils to take part in all aspects of their learning and development. Their views are important and help shape the support they receive.Pupil voice is gathered through surveys, discussions, activity sheets, and specific tools such as **Mapping the Landscape** and **timetable reviews,** allowing pupils to share their thoughts about what helps them learn best.All pupils with a SEN Support Plan complete **pupil voice documents** to actively contribute to and inform their individual plans.Through our marking and feedback policy, we identify areas of progress and areas for development. Pupils are given time to read and respond to feedback, or to work with an adult to address any misunderstandings.Throughout the year, staff engage pupils in conversations about their learning and support them in identifying their next steps.As part of the Annual Review process (for pupils with an EHCP), pupils are encouraged to reflect on their year. Their thoughts are formally recorded, and they may be invited to attend part of the review meeting, where appropriate.Listening to pupils and understanding how they learn best is often key to their progress and helps us tailor our teaching and support strategies effectively. |
| How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)* |
| The Head Teacher and SENCO regularly review the provision and effectiveness of SEND support across the school, making adaptations as necessary to meet pupils’ evolving needs.Support for pupils with SEND is carefully planned and tracked through a costed Provision Map and detailed provision/intervention plans.We hold regular Together For meetings, where key staff discuss individual pupils, review current strategies, and plan next steps to ensure targeted and effective support.The success of all intervention programmes is closely monitored to ensure they are both effective in meeting pupil needs and represent good value for money.The SEN Governor maintains an overview of the school’s SEND provision by meeting regularly with the SENCO to review progress and provision. |

| [--------------------------------------------------------------- Click here to return to the front page ----------------------------------------------------------](#FRONT) |
| --- |
| **Keeping Students Safe and Supporting Their Wellbeing** |
|  |
| We follow the school’s [Safeguarding Policy](https://spaces.schoolspider.co.uk/uploads/155/page/35176928_page_file.pdf) to ensure the safety and welfare of all pupils at all times. Our aim is to include all children fully in every aspect of the school day and curriculum. However, some pupils require a more personalised approach and additional support at different times of the day. To support their wellbeing and safety, we may provide alternative arrangements, such as a quiet space during playtimes or a quieter dining area at lunchtimes.Pupils with more complex difficulties or medical needs may have a named key person outside the classroom to provide additional support. This could include a personalised meet-and-greet each morning, a debrief at the end of the day, or the implementation of a tailored care plan.We conduct **risk assessments** for all off-site activities and residential visits. When necessary, an individual risk assessment will be completed for pupils needing extra support to ensure their safety and wellbeing. These assessments are shared and discussed with parents. As a result, additional staff or named adults may accompany the pupil on trips.A trained **first aider** is always part of the staff team on all off-site activities to respond promptly to any medical needs. |
| **What pastoral support is available to support my child or young person’s overall well-being?**  |
| Our school is a nurturing, inclusive environment where all staff contribute to the pastoral care system. This is overseen by the Assistant Headteacher, Emma Loveland, and the Head Teacher, Thomas Cutts.We recognise that pupils with SEND may face additional challenges that affect their overall wellbeing and may require extra pastoral support. Following discussions with the pupil, we may assign a key person to provide an additional point of contact and support. We also offer social skills groups and peer mentoring opportunities tailored to individual needs.Developing friendships can sometimes be difficult, so we provide a range of personalised social skills activities designed to support pupils in building positive relationships.We have a zero-tolerance approach to bullying and strictly follow the procedures set out in our school’s [Anti-Bullying Policy](https://spaces.schoolspider.co.uk/uploads/155/page/35176926_page_file.pdf) to ensure a safe and respectful environment for all pupils. |
| **How will the setting, school or college manage my child or young person’s medicine or personal care needs?** |
| The school’s [Administration of Medicines Policy](https://spaces.schoolspider.co.uk/uploads/155/page/35178971_page_file.pdf) is available on our website: If a pupil requires medication prescribed by a doctor to be administered during the school day, parents must complete a **medication request form** at Reception, which is checked by admin. This form is also available on the school website.We work closely with the **School Nurse** to support pupils who need to take medication over an extended period. In these cases, an Individual Health Care Plan is developed in consultation with the school nurse, parents, and staff.Staff receive **training on the administration of EpiPens**, and additional training sessions are arranged as needed to meet specific pupil requirements.We regularly update staff on any medical changes relating to pupils to ensure appropriate support.For pupils requiring personal care, a **Personal Care Plan** is developed collaboratively with parents and medical professionals, such as the continence service. Wherever possible, the pupil’s views are also considered.Personal hygiene plans are reviewed regularly to respect each pupil’s **privacy and dignity.**Parents are asked to inform the school of any medical appointments, and absences for these will be recorded as ‘medical.’ A short request form is available from the school office for this purpose.All staff are trained first aiders who receive regular refresher training. A trained first aider is always present during off-site activities to provide immediate medical support if needed.**What support is available to assist with my child or young person’s emotional and social development? *(IRR)*** |
| Our school ethos is to nurture and support all pupils to thrive both academically and personally.* We offer a strong PSHE (Personal, Social, Health and Economic) curriculum as part of our universal provision, supporting pupils’ wellbeing and personal development.
* The class teacher holds overall responsibility for all pupils in their class. For pupils with special needs, additional support may be provided by a key person or mentor to offer personalised guidance and care.
* We seek advice and support from outside agencies when appropriate to ensure we meet the individual needs of pupils effectively.
* Where needed, we arrange targeted support such as social skills groups, reflection time, meet and greet sessions, personalised learning plans, or a buddy system to foster a positive learning environment.
* We have an ELSA (Emotional Literacy Support Assistant) to support pupils’ emotional wellbeing on a one-to-one basis.
 |
| **What support is there for behaviour, avoiding exclusions and increasing attendance?** |
| We take a positive and proactive approach to supporting and promoting good behaviour through our established **school behaviour system**.Our full **Behaviour Policy** is available to view on the school website: [Behaviour Policy](https://spaces.schoolspider.co.uk/uploads/155/page/35176926_page_file.pdf)**.** We recognise that challenging behaviour is not in itself a special educational need, but we understand that some pupils with SEND may require additional support and tailored understanding around their behaviour.Parents are actively involved in identifying concerns and developing strategies. We may work in collaboration with parents to write a RAMP (Risk Assessment Management Plan) to support the child and adults who work with him/her. In cases where there is a risk of exclusion, parents are fully involved at every stage of the process, and advice and support will be sought from relevant outside agencies to best support the pupil. |

| [--------------------------------------------------------------- Click here to return to the front page ----------------------------------------------------------](#FRONT) |
| --- |
| **Working Together & Roles**  |
| **What is the role of my child or young person’s class teacher?** |
| The role of the class teacher is to: * Deliver **quality first teaching** that meets the needs of all pupils.
* Monitor and check pupil progress throughout the year.
* Serve as the **first point of contact** for parents regarding their child’s learning and wellbeing.
* Hold overall responsibility for pupils’ learning and day-to-day wellbeing within the classroom.
* Ensure the school’s **SEND policy** is implemented effectively in their teaching practice.
* Listen to and act upon specialist advice, adapting teaching and learning accordingly.
* Collaborate with additional adults or key persons to plan and implement extra support or interventions.
* Consult with the **SENCO** about any additional or extra help that a pupil may require.
 |
| **Who else has a role in my child or young person’s education?** |
| **SENCO: Mrs Emma Loveland**Emma Loveland leads our Special Educational Needs provision across the school. She oversees the application and implementation of Education, Health and Care Plans (EHCPs), SEN Support Plans, and First Concerns paperwork. Emma works strategically with all stakeholders—including parents, carers, pupils, teachers, teaching assistants, middle and senior leaders, and governors—to ensure an inclusive, high-quality education for every child.Emma has been a qualified teacher for 15 years and has 3 years’ experience as an Assistant Headteacher with pastoral responsibilities. She has one year of experience in the SENCO role and is currently working towards the National Professional Qualification in Special Educational Needs (NPQ-SEN). Emma is allocated two days per week to manage the SEN provision.**Teaching Assistants (TAs)**We have a team of 12 teaching assistants, including 2 Higher-Level Teaching Assistants (HLTAs) who are trained to deliver SEN support, and one Emotional Literacy Support Assistant (ELSA). Our teaching assistants are trained and supported to deliver a range of targeted interventions, including Lego Therapy, Intensive Interaction, Zones of Regulation, and Precision Teaching.****External Agencies and Specialist Support****To ensure our pupils receive the best possible support, we collaborate with a range of external agencies and specialists when needed. These partnerships help us meet the diverse needs of pupils with SEN and provide additional support to their families. Agencies we work with include:* Speech and Language Therapists
* Educational Psychologists
* Cheshire East Autism Team
* Occupational Therapists
* Sensory and Processing Occupational Therapy Service (SPOTS)
* GPs and Paediatricians
* School Nurses
* Child and Adolescent Mental Health Services (CAMHS)
* Education Welfare Officers
* Social Services and other Local Authority (LA) support services
* Voluntary Sector Organisations

Working closely with these professionals ensures that our approach is well-rounded and tailored to each pupil’s individual needs. |
| **How does the setting, school or college ensure that information about a child’s SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?** |
| The SENCO plays a pivotal role in ensuring that each pupil’s Education, Health and Care (EHC) Plan is effectively shared and implemented within the school. This includes:The SENCO disseminates the EHC Plan to all relevant staff members who work with the pupil, ensuring everyone understands the pupil’s specific needs, desired outcomes, and the support required. This collaborative approach helps embed the plan into daily teaching and learning practices.The SENCO works closely with teaching staff, teaching assistants, and other key personnel to develop detailed, practical strategies to achieve the outcomes set out in the EHC Plan. This may include adapting lesson plans, modifying learning environments, or implementing specialist interventions.Staff are kept regularly informed of any significant changes to the pupil’s provision through both formal channels—such as staff meetings and updates—and informal discussions, ensuring consistent understanding and approach. This open communication helps staff respond promptly to emerging needs.When additional expertise is required, the SENCO liaises with external professionals such as speech and language therapists, occupational therapists, educational psychologists, or other specialists. These agencies provide targeted advice and recommendations, which the school integrates into the pupil’s support plan.Every pupil with an EHC Plan is supported by a personalised plan. This document highlights the pupil’s unique needs, strengths, interests, and preferred learning styles. It serves as a practical tool for staff to quickly understand and respond to the pupil’s individual requirements and to foster a more inclusive and supportive learning environment.The SENCO ensures that the EHC Plan and associated strategies are regularly reviewed in consultation with staff, parents, and the pupil, allowing for timely adjustments to support changing needs or circumstances.This comprehensive and collaborative approach ensures that pupils with EHC Plans receive tailored, consistent support that maximizes their progress and well-being within the school. |
| **What expertise is available in the setting, school or college in relation to SEND? *(IRR)*** |
| Emma Loveland leads our Special Educational Needs (SEN) provision across the school. In her role, she oversees the application and implementation of Education, Health and Care Plans (EHCPs), SEN Support Plans, and First Concerns paperwork. Her responsibilities involve working strategically with all stakeholders in the school, including parents, carers, children, teachers, teaching assistants, middle leaders, senior leaders, and governors, to ensure an inclusive and high-quality education for all pupils, regardless of their needs. Mrs Loveland has 2 years experience in this role and has worked as an Assistant Head teacher with Pastoral responsibilities for 4 years and has been a qualified teacher for 15 years.Emma is working towards achieving the National Professional Qualification in Special Educational Needs. She is allocated 2 days a week to manage SEN provision.Class teachersAll of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.  Teaching assistants (TAs)We have a team of 12 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision and one Emotional Literacy Support Assistant (ELSA) Our teaching assistants are trained and supported to deliver interventions such as Lego Therapy, Intensive Interaction, Zones of Regulation and Precision Teaching  |
| **Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*** |
| Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:* Speech and language therapists
* Educational psychologists
* Cheshire East Autism Team
* Occupational therapists
* Sensory and Processing Occupational Therapy Service (SPOTS)
* GPs or paediatricians
* School nurses
* Child and adolescent mental health services (CAMHS)
* Education welfare officers
* Social services and other local authority (LA)-provided support services
* Voluntary sector organisations
 |
| **Who would be my first point of contact if I want to discuss something?** |
| If you have concerns that your child may have Special Educational Needs or Disabilities (SEND), the first person to speak to is your child’s class teacher. You can contact them via Class Dojo or by email (email addresses are listed on the parent information leaflets). Your message will be passed on to our SENCO, Emma Loveland, who will follow up with you directly.We will arrange a meeting with you to:* Discuss your concerns in more detail
* Gain a better understanding of your child’s strengths and areas of difficulty
* Agree on the outcomes we want to work towards for your child
* Decide on appropriate next steps

A summary of the discussion will be recorded and added to your child’s file, and you will receive a copy for your records.If it is agreed that your child would benefit from SEND support, they will be added to the school’s SEND register, and support will be tailored to meet their individual needs. |
| **Who is the SEN Coordinator and how can I contact them? *(IRR)*** |
| Mrs Emma Loveland is the school SENCo you can contact her directly via email eloveland@weston.cheshire.sch.uk  |
| **What roles do have your governors have? And what does the SEN governor do?** |
| Our SEN Governor, Dr Rebecca Clifford-Ball, works closely with the SENCo to oversee the strategic planning, implementation, and impact of the school’s SEND strategy and action plan. She meets with the SENCo once each term to review the provision and management of SEND across the school, providing professional challenge and support to ensure we are meeting the needs of all pupils effectively.Key updates and reports are shared with the wider Governing Body during Full Governing Board (FGB) meetings, where further professional dialogue and discussion are encouraged. Emma Loveland also attends all FGB meetings, contributing to the ongoing oversight and development of our SEND provision. |
| **How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*** |
| The level of your involvement, and your child’s, will depend on their age, stage of development, and individual needs. We understand that every child is unique, so decisions are made on a case-by-case basis, in partnership with you.To ensure your child’s voice is heard, we may seek their views in a variety of ways, such as:* Attending meetings to discuss their progress and future goals
* Preparing a presentation, written statement, video, drawing, or similar
* Sharing their thoughts with a trusted member of staff who can represent them in meetings
* Completing a survey to express their opinions and experiences

We value both parent and pupil input and use it to shape the support and opportunities provided. |
| **What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?** |
| We encourage parents to take an active role in their child’s education and to become involved in school life. Parents are warmly welcomed into school to support a range of events and activities, including:* School trips
* Celebration events
* Mystery Reader sessions
* Supporting reading in school (subject to a DBS check)
* Volunteering with the Friends of Weston (FOWs)
* Becoming a Parent Governor (via election)
* Applying for a Community Governor role (via election or through a skills audit)

Parental involvement not only strengthens the school community but also enriches the learning experience for all pupils. |
| **What help and support is available for the family through the setting, school or college? *(IRR)*** |
| We understand that, as a parent of a child with Special Educational Needs and Disabilities (SEND), the amount of paperwork can sometimes feel overwhelming. Our school’s SEN team, led by the SENCO, is here to support you. This support may include helping you complete forms or directing you to external agencies that can offer further assistance.Information about local parent support groups is shared regularly through various channels, including our school newsletter, website, and the termly Parent Partnership magazine. The Parent Partnership service is also available to provide direct support to parents when needed.For pupils with SEND who travel to and from school by bus, we work closely with families and transport staff to ensure each child is safely escorted onto and off the bus.  |

| [--------------------------------------------------------------- Click here to return to the front page ----------------------------------------------------------](#FRONT) |
| --- |
| **Inclusion & Accessibility** |
| **How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*** |
| As an inclusive school, we are committed to ensuring that all pupils—regardless of their individual needs—have access to enrichment opportunities such as after-school clubs, school trips, residential visits, and more.We work creatively and flexibly to make the necessary adaptations that enable pupils with SEND to take part fully. Examples of this may include:* Booking accessible accommodation for residential trips
* Adjusting adult-to-pupil ratios to support specific medical or care needs

We offer a variety of out-of-school clubs and activities, which change throughout the year. Full details can be found on our school website. These activities are open to all pupils. For children with particularly high levels of need, where a standard activity may not be suitable, we will work closely with families to explore appropriate alternatives—such as a day trip in place of an overnight residential.In addition, we provide on-site before and after school care, which is also inclusive and accessible to all pupils. |
| **How accessible is the setting/school/college environment?** |
| Is the building fully wheelchair accessible? Details (if required)Yes Are disabled changing and toilet facilities available?Details (if required)2 disabled toilets Do you have parking areas for pick up and drop offs?Details (if required)Drop off is available on the turning circle. Disabled parking space available. Do you have disabled parking spaces for students (post-16 settings)?Details (if required)N/A Our [Accessibility Plan](https://www.weston.cheshire.sch.uk/serve_file/38914217) is available on the school website and outlines how we continue to improve access for all members of our school community.For families whose first language is not English, we communicate key information through our **weekly newsletter** and arrange for an **interpreter** when needed to support clear understanding.The school maintains regular communication with parents and carers via **text messages, emails, newsletters**, and **phone calls**, ensuring timely updates and engagement.We also use a range of **specialist IT software and apps** to support learning and accessibility for all pupils, including those with additional needs. |

| [--------------------------------------------------------------- Click here to return to the front page ----------------------------------------------------------](#FRONT) |
| --- |
| **Transition**  |
| **Who should I contact about my child/young person joining your setting, school or college? *(IRR)*** |
| For information about joining our school, please contact the main school office at **admin@weston.cheshire.sch.uk**. A member of our team will be happy to discuss the admissions process with you. You can also visit the [Cheshire East Council website](https://www.cheshireeast.gov.uk/schools/admissions/admissions.aspx) for general information on school admissions.We fully comply with the **Equality Act 2010** and the **School Admissions Code 2021,** ensuring fair access for all pupils, including those with disabilities.Where the school is oversubscribed, places are allocated according to our published oversubscription criteria. For children with disabilities, we are committed to making reasonable adjustments and providing appropriate support—such as auxiliary aids or services—to ensure they are not placed at a substantial disadvantage compared to their peers. |
| **How can parents arrange a visit to your setting, school or college? What is involved?** |
| To arrange a visit and tour of our school, we encourage parents to contact the school office by calling ****01270 814848**** or emailing ****admin@weston.cheshire.sch.uk****.A member of our team will be happy to arrange a tour at a mutually convenient time with a senior leader from the school.  |
| **How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*** |
| We understand that transition can be a challenging time for both children and their families. We are committed to working closely with you to ensure a smooth and positive start to your child’s journey at our school.For children joining in Reception:When we know your child will be starting in Reception, we will:* Invite you to visit the school, including transition sessions, stay and play sessions and parent information meetings.
* Visit your child’s current setting and, where appropriate, arrange additional visits with key workers
* Meet with you and any professionals involved to plan and prepare for your child’s transition
* Discuss your child’s strengths and needs, and plan collaboratively how best to support them
* Decide together whether an inclusion plan is needed
* Work in partnership with parents and external agencies to ensure your child’s needs are identified and met throughout the transition process

For children joining in other year groups:When a child joins us outside of the Reception intake, we will:* Arrange a visit for you and your child, including full-day visits to meet the class teacher and peers
* Meet with you and any professionals who can support the transition
* Discuss your child’s needs and plan collaboratively how best to support them
* Decide together whether an inclusion plan is needed
* Work closely with parents and any involved agencies to ensure a smooth and supported transition into our school

Supporting Transition to a New SchoolWe are committed to ensuring a smooth and successful transition when your child leaves our school, whether they are moving to high school or transferring to another primary school.When your child is moving on to high school:* Wherever possible, the high school SENCO will be invited to attend your child’s Year 6 Annual Review.
* Additional transition visits may be arranged in consultation with you, your child, and both schools.
* We will meet with you and any professionals involved to plan and support your child’s move.
* We will work together to understand your child’s needs and plan the necessary support to ensure a successful transition.
* We will work in partnership with parents and agencies to share relevant information and ensure your child’s needs continue to be met during the move.
* All records relating to your child will be transferred to the new school as soon as possible.

If your child is transferring to another primary school:* We will make every effort to contact the new school’s SENCO and share details of the support your child has received.
* All records will be transferred to the receiving school as promptly as possible.
 |

| [--------------------------------------------------------------- Click here to return to the front page ----------------------------------------------------------](#FRONT) |
| --- |
| **Additional Information** |
| **What other support services are there who might help me and my family? *(IRR)*** |
| If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.To see what support is available to you locally, have a look at Cheshire East’s local offer. Cheshire East publishes information about the local offer on their website: [website linked](https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local-offer.aspx) Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <http://www.ceias.cheshireeast.gov.uk/home.aspx>ceias@cheshireeast.gov.uk Local charities that offer information and support to families of children with SEN are:Cheshire buddies – short breaks for parents and carers in Cheshire <https://cheshirebuddies.co.uk/>Ruby’s Fund – Support and activities for children with SEND <https://www.rubysfund.co.uk/> CAFT – Children’s adventure Farm Trust <https://caft.co.uk/> Autism Inclusive – drop in sessions and coffee mornings for parents and activities for children <https://www.aicrewe.org.uk/>ChAPS (Cheshire Autism Practical Support) Parenting support, workshops <https://www.cheshireautism.org.uk/>Space for Autism – drop in sessions open space for families with children who have ASC – coffee mornings with professionals <https://www.space4autism.com/> Contact - <https://contact.org.uk/help-for-families/information-advice-services/our-helpline/>National charities that offer information and support to families of children with SEN are:* [IPSEA](https://www.ipsea.org.uk/)
* [SEND family support](https://sendfs.co.uk/)
* [NSPCC](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/)
* [Family Action](https://www.family-action.org.uk/what-we-do/children-families/send/)
* [Special Needs Jungle](https://www.specialneedsjungle.com/)
 |
| **When was the above information updated, and when will it be reviewed?** |
| Updated July 2025  |
| **Where can I find the Cheshire East Local Offer? *(IRR)*** |
| 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? *(IRR)*** |
| At Weston Village Primary School, we operate an **Open-Door Policy**, welcoming parents and carers to speak with staff at a mutually convenient time—either in person or by telephone.We maintain regular communication with families in a variety of ways:* Newsletters from our Headteacher, Mr. Thomas Cutts
* **Class Dojo**, our online communication platform, where staff share messages, updates, and snapshots of your child’s learning journey
* **Parents’ evenings**, held three times a year
* Social media
* An **annual written report** outlining your child’s progress and achievements
* Opportunities to attend **class assemblies** and celebrate your child’s learning

We value the views and opinions of all parents, especially those of children with SEND. Your insights play an important role in shaping the support we provide.**Who to Contact**If you have concerns or questions about your child, your **first point of contact is always the class teacher**. If your concern requires further discussion:1. Contact our SENCO, **Mrs. Emma Loveland**, to arrange a meeting.
2. If you feel the issue remains unresolved, you may request an appointment with the Headteacher, **Mr. Thomas Cutts**.
3. Should concerns persist, you may escalate the matter by following the school’s [complaints procedure](https://spaces.schoolspider.co.uk/uploads/155/page/35176910_page_file.pdf).

For more detailed information on formal complaint procedures relating to SEND, please refer to **pages 246–247 of the** [SEND Code of Practice.](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)**Disability Discrimination Claims**If you believe the school has discriminated against your child due to their Special Educational Needs or Disability, you have the right to make a claim to the **First-tier SEND Tribunal**. You can find detailed guidance on how to do this here:[Complain about a school: disability discrimination](https://www.gov.uk/complain-about-school/disability-discrimination)You can make a discrimination claim related to:* Admissions
* Exclusions
* The provision of education and associated services
* The failure to make reasonable adjustments (including the provision of auxiliary aids or services)
 |