



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





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|--|---|
| Name of Setting | Christ the King Catholic Primary School |
| Type of Setting <i>(tick all that apply)</i> | <input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" 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: 150px; height: 20px;" type="text"/> |
| Specific Age range | 4 – 11 years of age |
| Number of places | 105 |
| Which types of special educational need do you cater for? (IRR) | <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <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. </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></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).

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

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Identification

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

We believe that early identification of SEND is essential. Quality first teaching, creating an accessible learning environment and careful tracking of the child's work, help to inform the teacher of a child's progress and highlights any delay in progress compared to age related expectations. Information from parents, and external professionals who are already working with the child, helps to provide a full picture of the child's needs and is taken into consideration. If the teacher feels that a child is not making measurable progress, or appears to have barriers to their learning, they will discuss the child with the SENDCo. Together with the class teacher, the SENDCo will discuss any concerns with the child's family and the child themselves. If appropriate, the child will be placed on the school's SEND register and a SEND Support Plan will be written, which will set specific targets. These targets will be reviewed formally, on a termly basis and meetings will be held with parents.

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

If you have any concerns regarding your child's development, then you should speak to their class teacher initially. The teacher will listen to your concerns and will explain how they plan to ensure that your child can fully access the curriculum. The teacher will be available most days after school for short conversations; however, if you would like a more detailed conversation, an appointment can be made. Alternatively, a meeting can be arranged with the school SENDCo by calling the school office on 01625 466833 or sending an email to senco@christtheking.cheshire.sch.uk

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

The school SEND Policy and Teaching and Learning policy, can be found on the school website <https://www.christtheking.cheshire.sch.uk/>

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Teaching, Learning and Support

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

Christ the King Catholic Primary School teaches pupils with SEND in accordance with the Cheshire East area wide offer (<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>)

At Christ the King Catholic Primary School, we aim to provide an inclusive, rich and varied learning environment that allows all children to develop their skills and abilities to their full potential. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's SEND Support Plans. Teachers plan teaching and learning as appropriate for children with Special Educational Needs and provide support or challenge where necessary. For some children, additional support may be in the form of group work or individual teaching. Regular learning walks by the Senior Management Team ensure that the child's learning environment affords full access to the curriculum. Parents will meet with the class teacher formally each term to evaluate and set new SEND Support Plan targets. The provision made available to address these targets can take a range of forms, including advice to the class teacher, small group support or interventions which are additional to and different from differentiated class work or in-class support. Where necessary, advice will be sought and implemented, from external specialist agencies.

School also draws upon advice and support from other external bodies, such as Cheshire East Speech and Language Therapists, Cheshire East Educational Psychologists, Cheshire East Autism Team, the Sensory Processing Occupational Therapy Support Service (SPOTSS) and the school nurse.

At Christ the King, there are currently 29 children on the SEND register (39%). 9 have an EHCP (12%); 19 have a SEND Support Plan (25%).

At Christ the King we support children with difficulties in all 4 areas of learning: cognition & learning; communication & interaction; social emotional & mental health; and physical & sensory. Currently there are no children with a SEND Support Plan (SSP) for Physical & sensory needs, 17 children with an SSP for communication & interaction difficulties and 8 children with an SSP for cognition and learning and 4 children with an SSP for SEMH. We support 9 children with Education Health and Care Plans (EHCP).

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

People learn in many different ways, and we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms and levels of learning when planning our teaching. We offer opportunities for children to learn in different ways. These include: investigation and problem-solving; research and discovery; group work; pair work; independent work; whole-class work; use of ICT. Quality first teaching, creating an accessible learning environment and careful tracking of the children's work, help to inform the teacher of a child's progress.

Our classroom environment ensures that any supporting information on the classroom walls is of a sufficient size so that it can be seen by all children, no matter where they are sitting. Different types of words are in different colours for easier identification. Maths and English mats are supplied to the children to ensure

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Teaching, Learning and Support

they can access the lesson. Working walls are changed regularly to ensure they reflect the genre being taught; working walls will typically include key words and phrases, check lists and relevant vocabulary. The classroom environment is designed to encourage all children to be independent in their work.

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

The Head Teacher decides on the budget for SEND in liaison with the Governing body and ALHOC Trust. Every class has access to a Teaching Assistant, who is directed by the class teacher. The TA is available to deliver intervention programmes, work with small groups or work on an individual basis with a child if necessary. TAs also have experience of delivering intervention programmes to support Maths, English and Social and Communication difficulties.

Where it is felt that a child needs support in the form of extra funding, School will work with parents and external agencies to apply for a EHCP (Education Health and Care Plan) <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/ehc-assessments-plans/ehc-needs-assessments-and-plans.aspx>

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)*

Discussion with parents; acquiring advice from external professionals; regular pupil progress meetings; discussions between SENDCo and class teacher; and tracking the child's progress against weekly objectives, all ensure that a child's needs are identified. Allocation of resources will depend on the information gathered from all sources and the child's level of need. Parents and pupils will be fully involved in decisions about provision and support.

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

School possesses a variety of equipment and materials (e.g. differentiated reading material, writing slopes, coloured overlays, and ICT programmes). The purchase of other resources will be decided strategically. Where specialist equipment is needed, advice will be sought from specialist 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)*

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on: the teachers assessment and experience of the pupil; their previous progress, attainment and behaviour; others teachers' assessments, where relevant; the individual's development in comparison to their peers and national data; the views and experience of parents; the pupil's own views; advice from external support services, if relevant.

School will provide a school report on all children. School also holds two parents' evenings a year. Further to this, class teachers will arrange termly meetings with children on the SEND register to review SEND Support Plan targets. These meetings will also be used to advise parents on how to support the children at home, as well as explaining how teaching is delivered in school. The SENDCo and the class teacher will be available to meet with parents upon request. Pupils with an

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Teaching, Learning and Support

EHCP will also be invited to an annual review. Annual reviews will be chaired by the SENCO who will invite the SEND Keyworker from the Local Authority as well as any other involved professionals.

The class teacher will meet with the Headteacher and SENCO regularly, to review pupil progress. High expectations are set for all children, including those on the SEND register and aspirational levels of progress will be set, according to the child's area of need. At various points across the year, parents are invited into school to see how subjects are taught across all key stages. Class webpages on the school website include links to specific sites which both parents and children can access to support the child's learning at home.

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

School feel that pupil voice is important in making decisions in many aspects of school life. Those children who are on the SEND register are encouraged to discuss any barriers they feel they have to their learning and to contribute to discussions with their teacher as to how to best manage these. The child's views of their strengths, as well as their areas for development, are noted on their SEND Support Plan or EHCP. Through our marking policy, we identify areas that need further development and we talk to pupils about next steps and involve them in their learning.

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)*

Class teachers evaluate the children's learning on a weekly basis. This evaluation informs planning for the following week, ensuring that opportunities for over-learning, recapping and review are in place. The tracking of pupil progress and SEND Pupil Progress takes place half termly with the Headteacher and SENCO. The SENDCo tracks pupil progress on an on-going basis and works with the teachers and teaching assistants in deciding which programmes/method of teaching have been successful and where new strategies should be introduced. The SENDCo completes a provision map at least annually. For children who are working significantly behind aged related expectations, teachers and the SENDCO use an assessment tool called Bsquared to track progress. Bsquared breaks learning objectives down into small chunks so that progress can be measured and next step identified.

The SEND Governor maintains an overview of provision in termly meetings with the SENDCo

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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?

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Keeping Students Safe and Supporting Their Wellbeing

Pupil safety is paramount. We aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of children, young people and staff. Copies of the safeguarding policy are available from the school office.

The lunch time organiser are informed of any children who require additional support at lunch times. All SEND children are encouraged to attend all school trips, including residential. All activities are risk assessed in accordance with Cheshire East risk assessment process (Evolve) and relevant staff are deployed. Parents are fully informed of all activities, and permission slips are obtained by school, providing parental consent. Where appropriate, pupils are provided with alternative provision at unstructured times.

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

Christ the King is a small and nurturing school. Deborah Wheelton is a dedicated member of staff who supports the children's emotional well-being. She works with families to support the well-being of the children in school and delivers interventions around friendships and self-esteem. In addition, Cheryl Newsome is the schools ELSA (Emotional Literacy Support Assistant). She meets with children daily to develop their emotional literacy and support them to build skills around emotional regulation.

Bullying is not tolerated at Christ the King. Our safeguarding and anti-bullying policies are available on the school website. As part of the curriculum, circle time is held to encourage children to support one another and teach children how interact in an appropriate way. Throughout the academic year, children take part in anti-bullying workshops or assemblies. The school employs a solution focussed approach to any issues which arise in school between children. This process means all children are involved and are able to express an opinion and to help develop a solution. Copies of these are kept by the class teacher. Parents are informed when this process is evoked and know of the solutions formed.

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

Where a child requires medication within school hours, parental consent is sought and obtained, together with specific information regarding dosage. School uses a robust system in tracking all medicines and dosages. All medicines are kept in a separate medical refrigerator if necessary. School receive training on administering epipens when required. Specialist medical advice is sought and implemented when required. Children who require such medication have a care plan and a risk assessment which is shared with parents and staff as necessary. Where appropriate staff have also been trained to administer epipens and have had training around allergies.

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

Pastoral care is the cornerstone of our school. A selection of strategies are in place, encouraging positive behaviour. School encourage children to take on roles of responsibility in order to develop the children's self-esteem. School also provide programmes which support children with social and communication difficulties. All children participate in Circle Time activities. School have established links with health care professionals and enlist support when required. The Pastoral Lead

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Keeping Students Safe and Supporting Their Wellbeing

and ELSA deliver a variety of interventions such as the Anger and Anxiety Gremlin and Volanoe in my Tummy to support children to understand negative emotions. The school offers a whole school approach to supporting children to regulate their emotions called Zones of Regulation. The strategy is a taught programme that support children to become more aware of how they feel and more able to control their behaviours.

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

The school's behaviour policy and attendance policy is published on the **school's website**. School have a behavioural system in place which encourages positive behaviour as well as a solution focussed approach to resolving disputes. Permanent and fixed term exclusions are rare. Attendance is monitored daily and where appropriate discussions will be held with parents and the Education Welfare Officer.

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Working Together & Roles

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

The teacher's role it to ensure Ordinarily Available Inclusive Practice in their lessons and to ensure that the SEND policy is followed in the classroom. Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's SEND Support Plans and to advice from external specialists. Teachers modify teaching and learning as appropriate for children with Special Educational Needs. Teachers will strive to meet the needs of all our children, and to ensure that they meet all statutory requirements related to matters of inclusion.

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

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning:

- by holding parents' evenings to explain our school strategies for literacy, numeracy and foundation subjects
- If a pupil has a SEND support plan, parents will be invited to review the plan termly with the class teacher. If the child has an EHCP, they will also be invited to an annual review with the SENCO and Local Authority.
- by having curriculum information available on the school website which outlines the topics that the children will be studying during the year at school
- by sending parents and carers annual reports in which we explain the progress made by each child, and indicate how the child can improve further;

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Working Together & Roles

- by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

The school SENDco will co-ordinate any external professionals working with the children in school.

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?

Class teachers draw up SEND support plans in the first instance based on information compiled from tracking data, teacher assessment, information from parents and any other professionals working with the child. These plans are then shared with the SENDCo who will advise the teacher how best to deliver the necessary interventions. Teachers attend the review meetings each term. Each class teacher and teaching assistant (TA) has information containing the child's assessment levels and any specific requirements relating to medical needs or strategies required in unstructured times. The SENCO can also be present for SEND Support meetings for children with an EHCP.

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

Christ the KingCatholic Primary School have a team of 5 teaching assistants, including 1 higher level teaching assistant (HLTA). One is a fully trained ELSA. We also have a part-time pastoral lead who is also Deputy Safeguarding Lead. The SENDCo is trained as a nationally accredited SENDCo. All teachers have received training from the Cheshire East Autism Team (CEAT) on the delivery of social and communication programmes. Teaching Assitants have also received training from the SALT (Speech and Language Therapy) and SPOTSS (Sensory Processing Occupational Therapy Support Service) teams. All the staff have recently received training around Oracy and Zones of Regulation. The SENDCO regularly attends CEAT group consultation meetings and Educational Psychologist (EP) group consultations. The SENCO has also completed the universal training for SPOTSS (Sensory Processing Occupational Therapy Support Service) and can now write Sensory Support Plans and refer specific children to them for support. The SENCO is now also able to refer to Occupational Therapy.

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

Cheshire East Autism Team and Educational Psychology cluster meetings are held half termly. School have established professional links with the Speech and Language Therapy Service, Educational Psychologist, SPOTSS (Sensory Processing Occupational Therapy Support Service), Social Care, School Nurse, Family Support service and Child and Adolescent Mental Health Services (CAMHS).

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

The first point of contact is the class teacher, however the school SENDCo and the Senior Management Team are also available upon request and can be contacted through the school office.

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Working Together & Roles

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

The SENDCo is Tamsin Vernon. She can be contacted directly through the school office on 01625 466833. Alternatively please send an email to senco@christtheking.cheshire.sch.uk for Mrs Vernon's attention.

What roles do have your governors have? And what does the SEN governor do?

The Chair of Governors is Mr Steve James. Our governors support, monitor and review the school's approach to teaching and learning. In particular, they monitor the standards achieved by pupils through the Teaching and Learning Committee and monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the half termly headteacher's report to governors, and a review of the in-service training sessions attended by staff.

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

Pupil voice is encouraged and acquired via the school council and student questionnaires. All children are encouraged to participate in setting their own targets and to participate in reviewing these targets. Where this is not possible, the pupil's voice is taken in note form and presented at any relevant meetings. Most importantly, children are able to speak to all adults in the school, and feel comfortable to do so because of the caring and supportive nature of Christ the King Catholic and CofE Primary School

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

Parents are encouraged to attend school celebration assemblies and to join school trips and after school clubs where appropriate.

The Headteacher sends a weekly newsletter.

Parent Governors are sought and appointed in accordance with statutory guidelines.

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

Links to support children in particular areas of need are available on the school website. Parents are afforded the opportunity of support from school staff with form filling and the completion of on-line forms when required. Parents are made aware of parent partnership. School have provided a venue for parental meetings with external agencies.

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Inclusion & Accessibility

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

School provides an extensive range of after-school activities including: tennis, football, rugby, running club, cricket, lego club, dodgeball, music lessons, karate, netball. Additionally, school facilitate a before and after school club on the school premises. All clubs are available to all children, regardless of need. For those children with pupil premium, inclusion in any of these clubs is funded.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

School is accessible through all entrances.

Are disabled changing and toilet facilities available?

Details (if required)

Yes

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

Details (if required)

The school carpark is available for this purpose.

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

Details (if required)

Additional Points:

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria.

Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

A copy of our school's Accessibility Plan can be requested from our School Office. Our practice and policy adhere to the Equality Act 2010.

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

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Transition

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

Please contact the school on 01625 433866 to request school admission information.

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

Please contact the school on 01625 433866 to arrange an appointment with the Headteacher, Mrs Nicky Leigh

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)*

The Reception teacher and when appropriate the SENCO will visit children in nursery before they start in Reception. Where children have additional needs, transition meetings will be held between the school and nursery prior to the start date. A SEND Support Plan plan is drafted and external specialist support will be sought when necessary. School will facilitate any additional tours of the school if required or extra transition times where necessary.

If your child is moving to another school we will endeavour to contact the new school's SENDCO and share information about any special arrangements which have been in place to support your child's learning and inclusion.

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Additional Information

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

The school SENDco is available to provide links to any relevant external agencies, including Parent Partnership.

Please look at Cheshire East's Local Offer for further information about the support services available to help you and your family
www.cheshireeast.gov.uk/localoffer

Broken Cross Children's Centre centre 01625 374 470

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

This report was updated in January 2026 and will be reviewed in November 2026

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

From 1st September 2014, 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)*

We encourage parents to discuss any issues with the class teacher, SENDco or Headteacher. Should you feel that your issue has not been resolved satisfactorily; the school's complaints procedure is available on the school's website.