



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

Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----	
Name of Setting	Saint Gregory's Catholic Primary School, Bollington
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: 100px; height: 15px;" type="text"/>
Specific Age range	4-11
Number of places	15 per year group
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 #ccc; 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).

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

----- Click here to return to the front page -----

Identification

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

Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by school staff who work directly with the child or by parents. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff receive training to support them in the identification of SEND. Early identification is important, and therefore staff working in school monitor the children's progress carefully on a termly basis through pupil progress meetings which are led by the Headteacher and/or SENCO.

Concerns are initially raised with the school SENCO who would discuss them with those working with the pupil, the 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 needs, the decision might be made to offer class based support approaches, for example advice might be offered to the class teacher in order to support differentiation and/or adaptive teaching strategies for the pupil. For some pupils, in addition to the class based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels 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 the progress of these pupils, and to plan for provision across the school.

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

If you have 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 a longer discussion. Alternatively, they can be contacted via email. The class teacher may then seek the involvement of the school SENCO. Alternatively the school SENCO can be contacted directly, either at the end of the school day, or by e-mail (senco@stgregorys.cheshire.sch.uk).

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

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

Teaching, Learning and Support

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

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer.

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching which is differentiated and/or adapted to meet the needs of all our learners. Class based approaches might include alternative forms of scaffolding, recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through professional development opportunities to support them in differentiating and adapting learning opportunities for the learners in their class.

The school has a range of intervention programmes available to support children who require support which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support for example "Nessy"; others are bespoke/personalised approaches, for example social skills groups.

For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists and Occupational Therapists. In some cases these specialists might work in school with the child, or school staff might attend therapy sessions out of school with the pupil.

Where additional levels of support are required, a school support plan will be written to outline the provision available to each child. This will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENCO via email or in person to discuss pupil's needs in more detail.

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

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating and/or adapting the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide spelling aids, or for those with language processing differences, visual supports may be used to accompany auditory information. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation/adaptation with the school SENCO. All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils' progress takes place at pupil progress meetings.

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

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. writing slopes, alternative seating etc. For those requiring provision additional to class based approaches, funding facilitates provision from the school's "menu" of intervention programmes. In some cases it might also be used to provide additional human resource. Funding is matched to the provision required to enable pupils to achieve

Teaching, Learning and Support

specified outcomes (i.e. outcomes identified in discussion with teachers and parents or on Education Health [and](#) Care Plans (EHCPs). The SEND budget is the responsibility of the head teacher and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

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

When a child's needs 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 the pupil needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support/provision needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children, are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required the school may seek the advice of external agencies to support the decision making process.

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

The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, coloured overlays etc.) to support pupils with SEND, and the school SENCO makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources may be purchased should they be required. Where more specialist personalised equipment is required, the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy) to seek advice on the best options for the procurement of these. 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? (IRR)

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, contact with families takes place, for example through informal conversation at the end of the school day or sometimes in home-school books. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings during the autumn and summer terms and via the annual school report to parents which is sent home during the spring term. For learners with SEND, the child's school support plan will be discussed with parents at termly review meetings, and for those with [EHC Plans](#), an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of the school day.

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

The staff at St Gregory's strive to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's

Teaching, Learning and Support

opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals; for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written, video or audio means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

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

The school's SENCO, along with the head teacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought annually and collated to inform decisions about future provision.

----- Click here to return to the front page -----

Keeping Students Safe and Supporting Their Wellbeing

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

Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during the transition between class and care-giver at the end of the day. Where necessary, alternative arrangements for the most “risky” times of the day are made, for example, for some pupils, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the class teacher and SENCO.

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

PASTORAL

We recognise that pupils with SEND can experience a range of social and emotional issues. Social and emotional wellbeing is addressed through our NHS endorsed ‘My Happy Mind’ lessons and also through our ‘Jigsaw’ PSHE teaching. Moreover, bespoke interventions are used to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. We also have access to assessment tools to support us in tracking and monitoring pupil’s self-esteem and confidence e.g. Boxall, PIVATS.

FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult, alternative arrangements can be made at play and lunchtime, where play skills can be actively taught or modelled by staff. When it is appropriate to do so school can plan personalised social skills activities.

PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups/siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates. Specific interventions such as “The Big Red Bus” and “Woodfer’s World” might be used. At other times, this takes a more general form, such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school.

BULLYING

The school holds a clear position on bullying, and all pupils are encouraged to distinguish bullying from isolated acts of unkindness. There are a range of assemblies linked to anti-bullying, and class teachers are vigilant in monitoring the children’s behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

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

ADMINISTRATION OF MEDICATION

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the school office where

Keeping Students Safe and Supporting Their Wellbeing

medication is kept locked up. Medicine is then usually administered in the presence of 2 members of staff who sign to acknowledge correct administration.

TOILETING

We would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and follow the advice of the continence service when meeting pupil's toileting needs.

PRIVACY AND DIGNITY

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams etc.), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g. drinks given at snack time). Where this occurs, close adult supervision is maintained to ensure the safety and dignity of all pupils.

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity.

SHARING OF MEDICAL INFORMATION

Information about the medical and personal care needs of pupils is noted on the Provision Map. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents/carers and health professionals, are used and these are stored alongside the school support plans as well as with the pupil's medication. For those pupils with medical conditions that can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency.

MEDICAL APPOINTMENTS

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home; at other times it is possible to arrange for appointments to coincide with subjects in which the pupil is stronger. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

TRAINING

Staff undertake regular first aid training and are trained by the school nurse in the administration of rescue medication such as epi pens/jext pens and asthma inhalers. Where necessary the school seeks out relevant training to address the specific needs of pupils.

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

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and they seek to support children in managing their emotions and relationships on a day to day basis. School has access to both a range of interventions to support pupils experiencing difficulties with emotions or relationships, and assessment tools to help us monitor this area of pupil development.

----- [Click here to return to the front page](#) -----

Keeping Students Safe and Supporting Their Wellbeing

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

BEHAVIOUR

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

EXCLUSION

It is very rare that we would consider exclusion for any pupil. A copy of the school’s exclusion policy can be found on the school website.

ATTENDANCE

We take active steps to improve attendance. We work closely with families where attendance is of concern to find ways to improve the situation.

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. 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. She may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews. The SENCO specialises in supporting pupil's individual needs and might work with pupils or advise other staff.

In addition to the class teacher and SENCO, pupils might come into contact with the following:

- The school nurse (parental consent required for any contact).
- There are a number of support staff (teaching assistants) working in school who have a range of skills and expertise. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. The class teacher, along with the SENCO, will act as a hub for information about the pupils with the highest level of need.
- Occasionally external agencies or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent/carer.

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

Information about SEND needs of pupils are noted on the provision map, First Concerns Profiles, SEN Support Plans and EHCP's/Implementation Plans. These documents will signpost staff to the more detailed documents where required. All class teachers and any key workers involved with the child will be given a copy of EHC [Plans](#) and there are opportunities to discuss the content of these at SEN meetings with the SENCO.

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

All school staff have a good awareness of SEND and attend further training when a specific need arises. Staff meet with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes.

The SENCO is an experienced member of staff who holds a certificate in the National Award for SEN Co-ordination.

----- Click here to return to the front page -----

Working Together & Roles

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

The school works with a range of services. We have links with health professionals, for example, Child and Adolescent Mental Health Services ([CAMHS](#)), Speech and Language Therapy and Occupational Therapy. We work with social care teams and have access to voluntary organisations such as Cheshire East Information, Advice and Support (CEIAS) service. Some of our pupils may access Speech and Language Therapy or Occupational Therapy on site.

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

Your first point of contact should be your child's class teacher. The school SENCO is also available to support you in matters relating to SEND. Contact details can be found on the school website.

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

The school SENCO is Mrs Lisa Crook – senco@stgregorys.cheshire.sch.uk

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

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCO take place to ensure that all pupils, including those who are looked after, make progress.

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

Every effort is made to ensure 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 the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written, video or audio means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a school council made up of pupils who meet regularly to share the views of their peers. Pupils with SEN are often represented within this group.

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

Parents are encouraged to take an active role in the setting. Some parents volunteer in school e.g. hearing readers, accompanying trips etc. There are opportunities to join the "Parents and Teachers Association (PTA)" who organise events and fundraise on behalf of the school. Parent governors sit on the governing body, and when their term of office expires, details of how to stand are advertised in the school newsletter.

----- [Click here to return to the front page](#) -----

Working Together & Roles

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

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENCO, provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents throughout the school year via a termly parent partnership magazine.

Inclusion & Accessibility

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

As an inclusive school setting 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 to make relevant adaptations to enable pupils with SEND to attend. We have a range of out of school clubs and activities which change from time to time (see the school website for details), all of which we seek to make available to every pupil, subject to staffing and suitability of the clubs and activities for pupils.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

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

Details (if required)

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

Details (if required)

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our accessibility policy can be found on the school website. Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, or providing additional adult support for sports sessions. Moreover, as the school is all on one level, wheelchair access enables full access around our site and where there is a difference in level, permanent ramps have been constructed.

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings and communications, and would discuss with those families their preferred means of communication in advance.

----- Click here to return to the front page -----

Transition

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

Please contact the school office (admin@stgregorys.cheshire.sch.uk) or the Head Teacher (head@stgregorys.cheshire.sch.uk) to discuss anything around the admission of disabled pupils and look at the schools admissions policy. The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

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

Please contact the school office (admin@stgregorys.cheshire.sch.uk) or the Head Teacher (head@stgregorys.cheshire.sch.uk) to arrange a tour of the school. We encourage the families of pupils with SEND to inform the school office when making an initial enquiry about joining the school so that information that specifically relates to your child's requirements can then be shared. We offer a range of transition visits for new reception pupils.

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)

ENTRY

Prior to entry to our school, it is usual for families to visit for an informal tour of the school with the Head Teacher. Information relating to a child's SEND needs is then shared with the SENCO and prospective class teacher. For those pupils with a higher level of need, if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency Action for Inclusion meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil, and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision necessary, and if appropriate, takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to entry or shortly after. Prior to entry to school, a range of transition measures are put in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc.

TRANSITION TO NEW SETTINGS

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting; for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work whereas others find an extended transition stressful and therefore require a shorter introduction. We work closely with families at this time to ensure consistency of information. We have good links with our local preschools and high schools and work closely with the staff from those settings.

----- Click here to return to the front page -----

Additional Information

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

The school SENCO (senco@stgregorys.cheshire.sch.uk) can provide details of further support for families. Cheshire East Information, Advice and Support (formerly known as Parent Partnership) can be accessed by following this link: <http://www.ceias.cheshireeast.gov.uk/home.aspx>

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

March 2023 to be reviewed March 2024.

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?

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