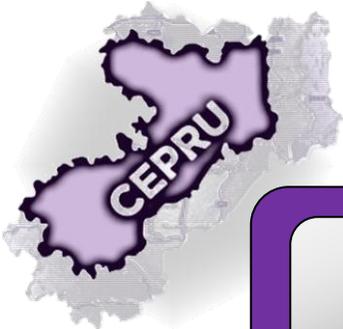
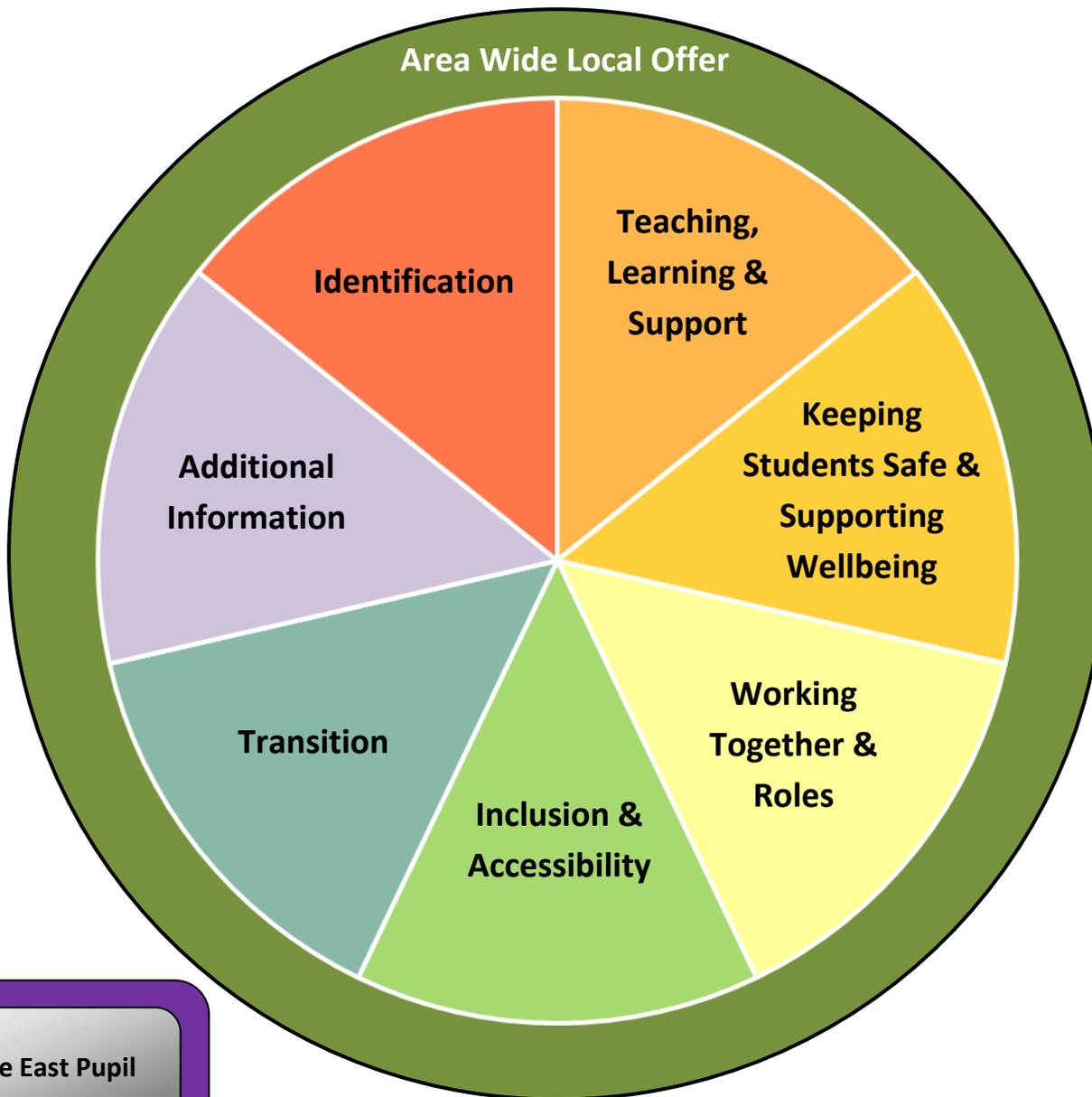


Our Local Offer for Special Educational Needs and/or Disability

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



Cheshire East Pupil Referral Unit



Our Local Offer for Special Educational Needs and/or Disability



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Name of Setting	Cheshire East Pupil Referral Unit
Type of Setting <i>(tick all that apply)</i>	<input type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input 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: 200px; height: 20px;" type="text"/>
Specific Age range	11-16
Number of places	Funded for 30 places
Which types of special educational need do you cater for? (IRR)	<input 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. <input checked="" type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Our service provides an alternative education for students whose mainstream learning has ended as a result of permanent exclusion. On occasion, the exclusion can be the result of a serious ‘one-off’ misdemeanour, but more often, it is as a result of persistent non-compliance, often accompanied by serious social, emotional and behavioural barriers to learning. Many students have literacy levels below national averages (which often accounts for disengagement with learning) and/or learning delayed in other subjects as a result of poor attendance at school. Thus, literacy skills, attendance and behavioural, social and emotional needs are at the forefront of the vulnerabilities of pupils who attend the Cheshire East Pupil Referral School and form the main focus of work to close gaps in progress and achievement. Our aim is to prepare students to re-integrate either back into a mainstream secondary school or into an appropriate special school. For late arrivals in Year 11, when this is not possible, we will provide a bespoke programme tailored to their individual needs to prepare them for post-16 opportunities.</p> </div>

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

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

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

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Identification

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

The Cheshire East Pupil Referral Unit complies with the Cheshire East Area Wide offer (available from www.cheshireeast.gov.uk/localoffer).

Following the permanent exclusion of a student from a mainstream high school, an Education Outreach Officer will visit the family at home to complete an initial student profile to assess whether a placement at Cheshire East Pupil Referral Unit (School) or application via the Fair Access Plan to a new school is appropriate. We liaise closely with the excluding secondary school to ensure a continuity of support and/ or create new support mechanisms.

The student will be invited to an introductory meeting at the Pupil Referral Unit (School) to plan an appropriate integration package with a member of the Senior Leadership Team. Students with SEND are identified as early as possible within our setting through the Initial Student Profile, parental comments and baseline academic assessments. These concerns may be based on observations of the student's general wellbeing, their emotional and behavioural presentation, their progress in comparison to their expected level, or their profile against recognised characteristics of specific forms of SEND. Concerns are initially raised with the school's SENCO, who will discuss these needs with appropriate teaching colleagues, the student's family and student themselves. This discussion focuses on the desired outcomes for the student, and considers what provision might be necessary to enable the student to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class-based support or an application for an Education, Health and Care Plan. Following baseline assessment, an Individual Learning Plan will be drafted and a referral will be made to an Education Psychologist or other appropriate services. The SENCO maintains a register of all students requiring additional support, in order to monitor their progress, to plan for provision across the school and to compile a progress history in readiness for the student's next school setting. Form Tutors will regularly review student progress against academic performance, behavioural and emotional indicators, and Readiness to Return to School Indicators. Student progress will be monitored on a termly basis, through regular progress meetings led by the Senior Leadership Team.

School staff receive a regular programme of training to support the identification and inclusion of SEND, with regular review and refreshment of classroom pedagogy and practice to support SEND and de-escalation techniques to manage behaviour. Staff are also trained in TeamTeach handling techniques. All students are screened on entry via a range of baseline assessment tools including academic, social, emotional and behavioural indicators. Following identification, a student with SEND will be placed on a personalised timetable of support, in order to accelerate progress and preparation towards a long-term, appropriate educational setting. The four-stage model of 'assess, monitor, do and review' is deployed through an Individual Learning Plan, which forms part of our Graduated Response. The curriculum enables appropriate interventions both academic, and social emotional programmes to be delivered to individuals. These included for example, Literacy, numeracy and Retracking.

Our Local Offer for Special Educational Needs and/or Disability



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Identification

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

A whole-school intervention programme is in place for every student. If you have concerns about any aspect of your child's education, the first point of contact should be your child's Form Tutor. Form Tutors are usually available from 2:30 - 4pm onwards each day and will make appointments according to your requirements. The Form Tutor may seek the involvement of the school's SENCO, in order to fully explore all aspects of your child's progress. Alternatively, the SENCO can be contacted directly, either by telephone or via email - both of which are available on the website.

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

Our SEND policy and other relevant policies can be found on the school website by following this **website link**

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Teaching, Learning and Support

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

Cheshire East Pupil Referral Unit (School) teaches students with SEND in accordance with Cheshire East Area Wider Offer (available at www.cheshireeast.gov.uk/localoffer).

It is our aim that all students are given the chance to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high-quality class teaching, which is differentiated to meet the needs of individual learners. Class based support includes the presence of trained Teaching Assistants, high teacher-student ratios and bespoke intervention sessions. Subject teachers and support staff are supported through regular professional support for learners in their class.

The school has a wide range of intervention programmes available to support students who require support which goes beyond class based approaches. Some of these intervention approaches are publications and/or commercially-available computer packages of support, such as MyMaths. Other bespoke/personalised approaches are based on best practice, for example, social skills groups and one-to-one emotional literacy sessions. Where additional levels of support are required, a Personalised Support Plan is created, outlining provision available to each student and is available to parents. Parents are fully involved in the planning of their child’s support and have regular opportunities to discuss their child’s progress at Form Tutor Review Meetings. For those with significant or complex needs, the graduated responses would be put in place. The school will seek advice from specialists and provide a personalised timetable befitting the student’s needs. Should such support be insufficient to meet the individual student’s needs an application for an Education Health and Care assessment would be applied for. When an Education, Health and Care plan is agreed the student would be supported to transfer to an appropriate placement.

In Year 11, a return to high school is general deemed inappropriate for a variety of reasons. In this Year group, an alternative educational package will be followed, which seeks to secure a positive grounding for age 16 and beyond. This includes motivational work placements, college placements, Outdoor Education, GCSE and other accredited academic courses in the Core subjects.

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

All subject teachers take responsibility for meeting the needs of all learners in class by differentiating teaching. Where students have SEND, subject teachers will be aware of the student’s areas of strengths and weakness, and will make every effort to accommodate these. Subject teachers are informed via the student’s Individual Learning Plan of the baseline assessments carried out on entry to the school. For example, learners with literacy difficulties receive booster sessions to accelerate progress.

We use a password-protected integrated information management system for all electronic data in the school, which highlights students’ SEND and medical needs to all staff who log into the system. Information about individual students with SEND is shared with supply staff via an Individual Learning Plan and Student Passport. Where learners are working at an attainment level below that of their mainstream peer group, teachers adapt lessons to ensure that gaps in knowledge

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Teaching, Learning and Support
<p>are covered. We aim to develop learners’ independence by promoting independent work tasks which are matched, as far as possible, to the strengths of the learner. We also promote the use of ICT in order to facilitate independent learning. Different examination syllabi/boards are followed to meet need as appropriate. Information regarding courses and qualifications can be found on the website and the school Virtual Learning site.</p> <p>For Year 11 students following the alternative provision pathway there will be opportunities to develop independence and self-confidence by participating in an Outdoor Education course. This is quality-assured by the Year 11 Education Outreach Officer who ensures all Health & Safety measures are followed and that the choice of activity is appropriate to the students’ needs. Students requiring additional access arrangement for GCSE courses will be identified by the SENCO and appropriate measures put in place. Students will be supported with revision sessions and emotional support by staff allocated to Year 11.</p>
How are the setting, school, or college’s resources allocated and matched to children or young people’s needs?
<p>In order to ensure that quality first teaching is deployed in every classroom, a proportion of the Special Education Needs budget is used towards class-based provision. This takes the form of high staff-student ratios, together with Education Outreach Officers allocated to support students.</p> <p>For those requiring provision additional to the class-based approaches, funding facilitates the schools ‘menu’ of intervention programmes offered (at our two sites). In some cases it might also be used to provide additional human resource e.g. behaviour specialist teaching assistants, counsellors and tutors etc. Funding is matched to the provision required to enable students to achieve specific outcomes - in particular being prepared to move either to a mainstream high school or specialist setting. The SEND budget is the responsibility of the head teacher and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.</p> <p>Like other schools, Pupil Referral Units are allocated Pupil Premium funding, which is additional funding given to maintained schools in England to raise the attainment of disadvantaged students, and to ensure that their progress remains in line with those of their peers.</p>
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)
<p>When a student’s needs are initially identified, a discussion will take place between the student, parents and the SENCO to agree on outcomes desired for the student. The necessary provision or support will then be initiated and advice sought from appropriate external agencies. Any decision to implement provision which is different from, or additional to, the normal ‘Level 1’ provision, will, again, be made in full consultation with parents and students. The first agency to be consulted will usually be the Educational Psychology Team. If there are differences of opinion about the nature of support required, the Headteacher and/or SENCO may seek the advice of external agencies to support the decision making process. Regular review meetings will be held to monitor progress, with a view of the student returning to school.</p>

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Teaching, Learning and Support
<p>How will equipment and facilities to support children and young people with SEND be secured? <i>(IRR)</i></p> <p>Both sites of the Cheshire East Pupil Referral Unit possess a range of equipment and facilities (e.g. differentiated reading material, coloured overlays, specialist behavioural Teaching Assistants) to support students with SEND. The school’s SENCO, in consultation with the Headteacher, will make strategic decisions on resource allocation in relation to the needs of the students. Additional resources are procured as and when required. Where more specialist/personalised equipment is required, the school’s SENCO will liaise with the relevant external advisory service (e.g. occupational health, sensory impairment service) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.</p>
<p>How will you and I know how my child or young person is doing and how will you help me to support their learning? <i>(IRR)</i></p> <p>All staff at the Cheshire East Pupil Referral Unit (School) have high expectations for all learners. Monitoring of progress is carried out on a daily basis by subject teachers, as they are often best-placed to identify progress rates. School staff aim to communicate daily by phone with parents as a matter of course, to inform them of their child’s overall school day: for students with the most significant needs, daily contact is made to discuss progress with parents, through telephone conversations at the end of the school day. Parents are welcome to seek additional appointments to discuss their child’s progress as required. Formal monitoring takes place each half term, in the form of data collection of subject levels. This information is shared with parents at a half-termly Review Meeting when a report card is issued. Annual school reports are also sent to parents during the summer term. For those students with EHC Plans, a Review may be held prior to moving to appropriate provision. For Year 11 students who receive an EHC Plan during their final term, an Annual Review will be held to assist with planning next steps into post-16 education.</p> <p>We plan to offer support sessions for parents in the future including parenting classes and drop-in sessions. Staff are always on hand to assist parents or signpost them to the appropriate service or agency.</p>
<p>How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? <i>(IRR)</i></p> <p>Every effort is made to ensure that the opinions, thoughts and feelings of our students play an integral part of any plans made about their education and are sought at a level which is accessible and meaningful to the individual. Students meet their Form Tutor daily, for informal discussions about their progress and plans for the future. For some students, this might mean that they are supported to attend multi-agency meeting with professionals; for others who do not wish to attend the meeting, this might mean enabling them to express their wishes and feelings to a member of staff who would express their views at the meeting.</p> <p>Our Education Outreach Officers play a key role in supporting students to express their views, often acting as ‘advocate’ for them in formal, potentially difficult meetings. We recognise that there is sometimes a need to protect students’ self-esteem, and that it may not always be appropriate to highlight to the student the range and extent of their difficulties. In these instances, student involvement is carefully planned and agreed by those who know the student best i.e. families and</p>

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Teaching, Learning and Support

those agencies 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 Headteacher and other members of the Leadership Team, undertake regular monitoring of students' progress and of the effectiveness of provision through data collection, learning walks, and discussion with students and their parents/carers. The success of intervention programmes is monitored against baseline assessment, to ensure they provide high quality outcomes and offer best value for money. Through the half-termly Review Meetings, the individual opinions of students regarding the effectiveness of intervention programmes are sought and then analysed, in order to inform decisions about future provision. We use a password-protected integrated information management system for all electronic data at the Cheshire East Pupil Referral Unit (School), which highlights student SEND and medical needs to all staff who log into the system. The system is aligned to our registration and assessment database, thereby enabling staff to access both academic and SEND information as necessary.

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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?

Student safety is paramount and every student's needs are monitored and reviewed daily, in order to be fully and effectively supported. All staff are on duty at break times, and each lunchtime a designated room, supervised by staff, is available to students, in which they can play games and socialise. Information about students with SEND is communicated to school staff via their Individual Education Plan and as appropriate in daily staff briefings and de-briefings. Risk Assessments are completed by the Outreach Officer for every student on entry to the Referral School, and then monitored by the Form Tutor. Where necessary, alternative arrangements will be made to ensure the health and safety of all. For some students, this may mean an additional member of staff assigned to them or the group, a reduced timetable time or change of site. For those requiring a detailed risk assessment, this will be a shared undertaking with parents, and will be reviewed regularly by the Form Tutor. All staff are trained in Positive Handling and any student who poses a risk will have a Positive Handling Plan.

All external visits are risk assessed by our staff and subsequently quality controlled by our Education Visits Coordinator, prior to permission being given for activities to take place. Individual needs of students are taken into account by the Outreach Officers when carrying out risk assessment. For Year 11 students on bespoke pathways, daily contact is maintained with the agencies brokering placements, namely Changing Education and Total People.

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

PASTORAL

Pastoral support is at the heart of the service we provide. We recognise that students with SEND can usually experience a range of social and emotional issues. As well as a whole-school focus on emotional wellbeing, we offer a range of interventions, both bespoke and commercially available, through our Social Moral Spiritual Cultural programme, to address specific issues as they arise. We recognise that for our students, the social, emotional and behavioural aspects of their lives are often very complex and therefore, we seek to ensure that the provision we offer in this regard is highly personalised, generated through discussion with the student and their family/carers. We offer counselling from Visyon on both a group and individual basis. We assess emotional literacy on entry to the Pupil Referral Unit, using the Pupil Attitude to School Survey (PASS) with each student, to assist with intervention planning and preparation to move to their next setting. We also use the DfE-approved Strength and Difficulties Questionnaire, to assess emotional well-being. We work closely with Child and Adolescent Mental Health Services (CAMHS) should a student require more specialist support.

FRIENDSHIPS

All students in Cheshire East Pupil Referral Unit (School) are supported to develop positive relationships with their peers. Many of our students experience difficulties in building positive relationship with adults. We aim to nurture such individuals to trust adults who guide their learning. We also offer a range of personalised, cross-curricular social skills activities to promote and stimulate friendship. Our Social Moral Spiritual Cultural programme forms a big part of this kind of work and for the Year 11 students, our Outdoor Education programme has proved highly significant in improving social skills and building relationships, with proven and measurable success.

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Keeping Students Safe and Supporting Their Wellbeing

PEER SUPPORT

It is sometimes appropriate for us to offer support to the peer-group of students with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their peers. At other times this takes a more general form, such as working with a whole teaching group on celebrating diversity through our Social Moral Spiritual Cultural programme. All staff work with pupils to develop positive relationships, self-esteem and confidence. We also offer group counselling sessions, run by Visyon, on developing friendships and strengthening relationships.

BULLYING

Cheshire East Pupil Referral (School) holds a clear position on bullying, and all students are taught to distinguish bullying from isolated act of unkindness. Even through incidents of bullying are very rare, we are vigilant in our monitoring of the students' behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victim and perpetrator which takes into account the needs of all students involved. We often use restorative justice techniques to re-build relationships and enhance empathy. Our policy on bullying is the website (link to be updated in the near future).

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

ADMINISTRATION OF MEDICATION

We aware that some students 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 consent, students attending the main office where medication is kept in a locked box. Medicine is then administered in the presence of two members of staff, who sign to verify correct administration.

SHARING OF MEDICAL INFORMATION

We use a password-protected integrated information management system for all electronic data at the Cheshire East Pupil Referral Unit (School), which highlights student SEND and medical needs to all staff who log into the system. The system is lined to our registration and assessment database, enabling staff to access both SEND and academic data. Where information is required in greater detail, the location of this information is kept in the student's individual file in a locked cabinet. For those students with medical conditions, which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers, detailing the procedure to be followed in the event of an emergency. This information is shared via briefing sessions for staff or more detailed plans as appropriate.

MEDICAL APPOINTMENTS

Where students need extended periods of absence to attend medical appointments, parents are encouraged, in the first instance, to discuss how best to manage their child's missed work with the Form Tutor. Wherever possible, staff will work flexibly to support students who miss work due to unavoidable medical

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Keeping Students Safe and Supporting Their Wellbeing
<p>appointments or through illness. We ask that, whenever possible, medical appointments are arranged after the end of school after 2:30 pm. Staff can be made available to accompany students to appointments where appropriate.</p> <p>Should a student require more complex/long-term medical support, we will seek support of the Medical Needs Team. Students can access the Virtual Learning Environment from home by logging in to the system. This allows them to work at home or complete projects from home. Teachers will place lesson material on the system in the form of electronic files.</p> <p>TRAINING</p> <p>Staff are trained as first aiders and where necessary, Cheshire East Pupil Referral Unit (School) will always seek out relevant training to address the specific needs of students. All outdoor activities are supported by a trained first-aider.</p>
What support is available to assist with my child or young person’s emotional and social development? (IRR)
<p>Personal, social and emotional wellbeing is at the heart of our vision at the Cheshire East Pupil Referral Unit (School) and all staff address this through their teaching and interaction with the students. Staff promote an environment in which positive personal relationships can flourish, and seek to support students in managing their emotions and relationships on a daily basis. We have a trained Intervention Team able to support students with emotional support interventions and a Specialist Behavioural Support Assistant who works with students to help them manage their behaviour in a safe and constructive manner.</p> <p>For those requiring further specialised support, weekly one-to-one counselling is offered, together with family sessions as and when required. We have a range of interventions to support students experiencing difficulties with emotions or relationships and we use a range of emotional literacy tools to identify and monitor student social and emotional development. For students who, on occasion, cannot control their emotions, staff are trained to deploy TeamTeach de-escalation techniques and positive handling.</p>
What support is there for behaviour, avoiding exclusions and increasing attendance?
<p>The Cheshire East Pupil Referral Unit (School) has a clear behaviour policy (website link) which is implemented consistently. Where students require additional behavioural support, a range of interventions are used to support them. For some students, this involves alternative arrangements at key ‘trigger points’, for others this may involve time out with our Specialist Behavioural Support Assistant. A key focus in supporting students whose behaviour challenges is to firstly understand this behaviour. We use Antecedent, Behaviour, Consequence system of recording and analysing behaviour incidents, in order to try to find patterns in behaviour. When these are identified, we then seek to implement strategies, to support the student in avoiding the repetition of these behaviours. Our focus is on the individual needs presented by students’ behaviour and we proactively de-escalate wherever possible, supporting students to change their own behaviour patterns. Every lesson, students are graded for their behaviour and rewards are given for good behaviour. We work flexibly in response to student behaviour, and aim to find creative strategies to support students to manage their behaviour.</p>

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Keeping Students Safe and Supporting Their Wellbeing

Where a student presents with complex social, emotion and mental health difficulties which cannot be supported by a range of interventions expected in mainstream high school, we will continue to support them through the Graduated Response. Should this be insufficient an application for an Education Health and Care plan will be submitted to allow them to access specialist provision appropriate to their needs.

EXCLUSION

It is very rare that we would consider exclusion for any student. A copy of our exclusion policy can be found at the following **website link** .

ATTENDANCE

Regular attendance is essential for learning and achieving both academically and socially. We also celebrate and reward excellent attendance.

We work closely with families to ensure students attend on a regular basis. Phone calls are made to parents within half an hour of school sessions beginning should a student not be present, and home visits are regularly made. We work holistically with our Education Welfare Team to ensure students attend on time and regularly. A copy of our attendance policy can be found on the website (**Website link**) and home visits are part of the policy. Education Outreach Officers take an individual approach to issues with attendance, particularly in cases of Persistent Absence, to resolve barriers to attendance and thereby improve outcomes.

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Working Together & Roles
<p>What is the role of my child or young person’s class teacher?</p> <p>The Pupil Referral Unit (School) is a secondary school: as in most educational settings, your child is assigned a Form Tutor as their ‘Key Officer’. We employ subject specialists to deliver bespoke programmes of study with literacy and numeracy at the core of the curriculum. Each class is taught by a teacher and at least one Teaching Assistant. Our ‘Expectation’ group, which students join on arrival, enables us to complete baseline assessments whilst students acclimatise to their new setting. We also have ‘Return to School’ groups for Years 7 to 10 and a Year 11 bespoke pathway group, with an additional Education Outreach Officer assigned.</p>
<p>Who else has a role in my child or young person’s education?</p> <p>Our staff houses a range of expertise, including a Specialist Behaviour Support Assistant and two Outreach Officers: one assigned to Year 11 and one assigned to work with students on entry and exit. We also employ a Visyon counsellor and use a number of outside agencies. We have strong links with Community Support Officers, the Education Psychology Service, the Youth Offending Service, Social Care and a wide range of service providers as outlined below.</p>
<p>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?</p> <p>We use a password protected integrated information management system for all electronic data at the Cheshire East Pupil Referral Unit (School), which highlights student SEND and medical needs to all staff who log into the system. The system is lined to our registration and assessment tool, enabling staff to access both SEND and academic data. The SENCO also updates staff daily of any changes to individual needs and Individual Learning Plans are updated after each review by the Form Tutor. The SENCO also provides regular training update sessions for staff.</p>
<p>What expertise is available in the setting, school or college in relation to SEND? <i>(IRR)</i></p> <p>All staff undergo training to maintain their expertise in teaching students with a wide range of SEND. Cheshire East Pupil Referral Unit (School) is led by a highly experienced Headteacher, whose Senior Leadership Team has a breadth of experience in mainstream high schools, with a thorough understanding of SEND and inclusion. We have a highly experienced qualified SENCO with a wealth of experience working with external agencies to ensure students receive the right type of support to enable positive outcomes. We also have highly experienced Behaviour Specialist Teaching Assistants some of whom are also our Safeguarding Officers. Our Year 11 group is supported by an outstanding HLTA.</p>
<p>Which other services do you access to provide for and support students and students with SEND (including health, therapy and social care services)? <i>(IRR)</i></p> <p>Cheshire East The Student Referral School works closely with a range of agencies including Community Support Officers, Cheshire East Autism Team, Educational Psychologist Service, Cheshire Fire Service, Youth Offending Service, School Nurse, Social Care and Visyon. To ensure a relevant and accessible curriculum for Year 11 students, we work with Behind the Chair, Changing Education, Challenger Troop, Peak Pursuits, Sport</p>

Our Local Offer for Special Educational Needs and/or Disability

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Working Together & Roles
Providers, Skills Force, Trade Skills and Macclesfield Town Football Club. These courses offer recognised accreditation and, therefore, increase the life-chance of our school 'leavers' as they go on to their next stage. In certain instances, we will use these providers with younger students who are at risk of serious disengagement with a more 'academic' curriculum.
Who would be my first point of contact if I want to discuss something?
As stated previously the Form Tutor plays a key role in liaising with parents and should always be the first point of contact.
Who is the SEN Coordinator and how can I contact them? (IRR)
Ms S. Nuttall is the SENCO at Pupil Referral Unit (School) and can be contacted either by telephone on 01270 685628 or by email susan.nuttall@cheshireeast.gov.uk
What roles do have your governors have? And what does the SEN governor do?
<i>At present, Cheshire East Pupil Referral Unit (School) is undergoing a governance review.</i>
How will my child or young person be supported to have a voice in the setting, school or college? (IRR)
Students are regularly asked to complete surveys in order to contribute their views to school life and to enable us to review and improve our provision. They also have daily links with their Form Tutor in order to voice their wishes and feelings. Year 11 are also supported with career advice and guidance to make their own informed personal career and educational choices.
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?
We welcome parents becoming involved with their child's education and supporting the Pupil Referral Unit (School).
What help and support is available for the family through the setting, school or college? (IRR)
The Cheshire East Pupil Referral Unit (School) has an open-door policy and parent feedback is consistently very positive. On referral to the school, our Outreach Officer will visit the student's home to carry out an initial assessment of need and guide the student and parents accordingly. An initial visit to the Pupil Referral Unit (School), by the student and parent, will be arranged. Should your child be entitled to transport this will be arranged. We provide multi-agency support through the CAF process and individual students are supported by their Tutor and for those in Year 11 by the Outreach Education Officer. We also have a Family Worker who will perform home visits and runs weekly coffee afternoons.

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Inclusion & Accessibility
<p>How will my child or young person be included in activities outside the classroom, including trips? <i>(IRR)</i></p> <p>The Cheshire East Pupil Referral Unit (School) is an inclusive school with all activities (depending on risk assessment) and curriculum open to all students. We offer educational visits and have an Educational Visits Coordinator who quality assures all trips and visits. Students are also given reward trips for attendance and good behaviour. The Year 11 are offered a residential Outdoor Education trip once a year.</p> <p>Students with SEND are supported in their learning by teachers and Learning Support staff to access the facilities available.</p> <p>Where a child is referred to Pupil Referral Unit (School) whose first language is not English (including parents and carers) an interpreter will sought for meetings and guidance sought on teaching the child.</p>
<p>How accessible is the setting/school/college environment?</p> <p>Is the building fully wheelchair accessible? <input checked="" type="checkbox"/></p> <p>Details (if required) <input style="width: 80%; border: 1px solid black;" type="text" value="Yes, as part of Oakley Centre facilities. The school's accessibility plan is part of the Oakley Centre's access plan and policy."/></p> <p>Are disabled changing and toilet facilities available? <input checked="" type="checkbox"/></p> <p>Details (if required) <input style="width: 80%; border: 1px solid black;" type="text" value="Yes, as part of Oakley Centre Leisure Centre facilities"/></p> <p>Do you have parking areas for pick up and drop offs? <input checked="" type="checkbox"/></p> <p>Details (if required) <input style="width: 80%; border: 1px solid black;" type="text" value="Yes, at the rear of the Oakley Centre"/></p> <p>Do you have disabled parking spaces for students (post-16 settings)? <input type="checkbox"/></p> <p>Details (if required) <input style="width: 80%; border: 1px solid black;" type="text" value="N/A"/></p>

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Transition
Who should I contact about my child/young person joining your setting, school or college? (IRR)
The Cheshire East Pupil Referral Unit (School) is an alternative secondary educational setting for students either whose mainstream learning has ended as a result of permanent exclusion, or who are at serious risk of permanent exclusion. On occasion, the exclusion can be the result of a serious ‘one-off’ misdemeanour, but more often, it is as a result of persistent non-compliance, often accompanied by serious social, emotional and behavioural barriers to learning. On receiving notification of a permanent exclusion, our Education Outreach Officer will contact parents/carers, as per county policy and procedures on permanent exclusions. For students with a disability, staff at the Pupil Referral Unit (School) would liaise closely with the staff of the excluding school to draft an inclusion access plan in order to accommodate the student and ensure their needs are met.
How can parents arrange a visit to your setting, school or college? What is involved?
Education Outreach Officer liaises with parents/carers and will arrange the initial meetings.
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)
At the induction meeting with a member of the Senior Management Team and/or SENCO, the expectations for your child will be discussed and agreed by all parties. We aim to return students to mainstream school within twelve weeks. If it is deemed that a mainstream setting is not a suitable setting, appropriate steps will be taken, in conjunction with the student and parents/carers, to secure a place at a special educational school. Year 11s are supported, through high-quality, professional career guidance, interviews and one-to-one work, to find suitable post-16 opportunities.

Our Local Offer for Special Educational Needs and/or Disability



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Additional Information	
What other support services are there who might help me and my family? (IRR)	
	We work closely Community Support Officers, Cheshire East Autism Team, Educational Psychologist Service, Cheshire Fire Service, Youth Offending Service, School Nurse, Social Care and Visyon. Our Family Support Officer can assist parents to contact services.
When was the above information updated, and when will it be reviewed?	
	The above data was reviewed in September 2014 and will be reviewed annually every September.
Where can I find the Cheshire East Local Offer? (IRR)	
	From 1 st 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 have a complaints policy which is available from the Headteacher. In the first instance, please approach the Headteacher to resolve the issue informally if possible. Parents/carers feedback is welcomed to members of staff both formally and informally and will be acted upon.