

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



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Poynton High 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 type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input 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; border: 1px solid black;" type="text"/>
Specific Age range	11-18 years
Number of places	
Which types of special educational need do you cater for? <i>(IRR)</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <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. </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div> </div> </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)*

In terms of the identification of students who may need additional help, there are a number of routes we take:

- This may come from identification by teachers, Learning Support Assistants, or other staff within PHS who may highlight a particular concern relating to progress. Such concerns will be discussed with parents and students to identify if extra help is necessary and the form it will take. Students who have not previously been highlighted as having a learning need will be highlighted as a 'First Concern' on our learning support register. Teaching staff will then use Quality First Teaching (QFT) strategies from a 'Tool Kit' to try to address these concerns. Parents will also be informed by the subject teacher.
- It may also come from concerns raised by parents – who would be encouraged to discuss such concerns with the particular subject teacher (if it relates to one particular area) or with the Year Director of Learning, SENCo or Lead Practitioner in SEND if the concern is more widespread. Again, through these discussions the type of extra help that is required will be decided.
- A literacy screening test is used for all students in Year 7 to ascertain if there are students who are working at a reading and spelling age (around 10 years) that would hamper their ability to access the curriculum. If extra literacy support is necessary, this will be put in place after discussion with parents and students. Further screening takes place in Year 9, ready for examination concessions testing in preparation for Year 10.
- If there is a concern about numeracy, again this concern will be discussed with parents and students and the appropriate extra help will be put in place.

For students in Year 6 joining us in September of Year 7, then there are also a number of different avenues by which we will determine if extra help is needed:

- There will also be discussion with Primary Teachers and Primary SENCos to determine what extra help may be necessary
- All students arriving with an EHC Plan will have a meeting before they move to PHS
- PHS staff will attend Year 6 and Year 5 reviews when invited by the primary school
- Parents are also invited to contact either the Year 7 Director of Learning or the SENCo if they feel their child may benefit from extra help
- Any students not reaching standard in Reading and Maths are identified through KS2 tests and would therefore qualify for our programme of literacy and numeracy 'catch up'.

For students who wish to join us in the Sixth Form, we recommend that you contact the Director of Sixth Form or the SENCo. Students joining us into the Sixth Form:

- Will be asked about SEND matters in order to determine appropriate post 16 courses and whether additional support is necessary
- Will be given an opportunity to discuss needs and requirements
- Reports and progress grades will be sourced from the school currently attended
- For students joining with an EHC Plan, both a member of the sixth form team and learning support team will attend the initial meeting



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Identification

In all cases parents are welcome to highlight any concerns that they have regarding the progress of their child.

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

If your child is currently a student at PHS, then please contact us with concerns regarding progress. Contact the appropriate Year Director of Learning in the first instance.

If your child is not progressing or you have concerns regarding a particular subject, then please contact the subject teacher or the Subject Director of Learning (contacts can be found on the website or through phoning reception).

If the concern is more widespread please contact either your child's form tutor, the relevant Welfare leader or the SENCo.

If your child is joining PHS in Year 7, or as a Sixth Form Student, then please contact the Year 7 Director of Learning the Director of Sixth Form or the SENCo.

If your child is transferring to PHS from another school then please contact reception to arrange an appointment with the relevant Director of Learning and Deputy Head Teacher for Standards and Student Progress. Alternatively the Head of Learning Support/ Learning support Manager can be contacted directly

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

All current policies can be found on the Poynton High School website <https://www.phs.cheshire.sch.uk/aboutus/school-policies> If you have issues accessing these, please contact reception who will help you access these documents.



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Teaching, Learning and Support

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

PHS very much encourages parents to work with us as partners for their child’s education and progress; we see the “triangulation partnership” between school, home and the students themselves as the cornerstone of our successful education. For SEND students, we very much try to be inclusive whilst recognising that there are times when the package of education has to be tailored for individual needs.

For the vast majority of students with or without SEND, the most appropriate provision to ensure progress will be within the classroom accessing Quality First Teaching. All students will be monitored via regular learning assessments.

For some students we may need to make further modifications – but these would only be done through discussion with parents and with students. Such provision may take the form of:

- Additional literacy support with the SEN teaching assistant
- Additional support for other areas i.e. Memory, study skills, language understanding – again with the SEN teaching assistant
- Basic numeracy development
- 1:1 support based on an identified need
- Support within our Learning support Base on a personal need or a social and communication need
- Behavioural support.
- Social emotional and mental health support through our Emotional Health and wellbeing centre coordinator
- An adapted curriculum
- Access to Teaching Support within class (usually although not exclusively for students with an EHC Plan)
- In exceptional circumstances, students who are unable to access our usual curriculum can attend our G8way provision for an alternative pathway.

If such types of support are necessary, they will only be put into place through discussion with parents (via letter in the case of literacy or numeracy support) and students, and usually after a discussion with the Director of Learning/ SENCO/Lead SEND Practitioner so that such support can be explained and the most appropriate type of support identified.

If the support needed is in the form of an educational or transitional work placement then this will also be discussed with the parents and students and would only be set up with their agreement (Key Stage 4 only).

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

All staff are expected to differentiate the learning activities within lessons in order to meet the individual needs of the students they teach. This will be based on information shared with them by the Learning Support Department via student focus plans. Regular reminders about individual student’s needs are sent to staff



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Teaching, Learning and Support

and all staff receive regular updates about the needs of particular students. Subject Leaders are expected to ensure that the teachers within their teams/subject areas are ensuring that the needs of the students they teach are being met - BUT we do welcome input from parents if they feel that this is not the case. For most students, access to mainstream, quality first lessons, is the entirety of the support they may need. Some may need additional support and the SENCo/Year Director of Learning will arrange for this with parents based on the need of the students and the type of extra support required. In these cases, the setting up and monitoring of any plans that involve the provision of extra/additional support will be the responsibility of the Learning Support Department/Year Director of Learning – depending on the nature of the plan and the type of extra support that has been put in place. A ‘Student Support Plan’ is used to review student progress through child centred interviews and SMART target setting. Our review process adopts a graduated response of assess, plan, do and review.

At times there will be a need to consult with outside agencies (e.g. Child and Adolescent Mental Health Services (CAMHS)/ Healthy Young Minds (Stockport HYM), Cheshire East Autism Team (CEAT), Physiotherapist, Speech and Language Therapy, and Occupational Therapy etc.) and this will be done through the SENCo/Lead Practitioners/Year Director of Learning/Welfare Year Leaders/Emotional Health and Well Being Centre Coordinator - again depending on the type of need and type of advice/ support needed.

In terms of exam provision – screening for this is coordinated by our Specialist Assessor. Access to exam support is based on a wide range of tests and must meet the exam board requirements set out by Joint Council for Qualifications. Students are tested for exam support based on a number of sources of information:

- EHCP plan.
- Screening results
- Medical evidence
- A history of SEN support.
- Referrals by teachers.
- Parental requests alone for access arrangements are not accepted nor are external tests unless requested by the school.

For parents who wish to find out about the variety of subjects that are taught at PHS there are a number of avenues they can pursue:

- Visiting the School website (www.phs.cheshire.sch.uk)
- Attendance at one of the Open Evenings.
- Attendance at one of the Year Information Evenings
- Attendance at the Sixth Form Information Evening
- Contacting PHS and requesting an individual meeting with a member of staff

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



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Teaching, Learning and Support

Currently the SEND budget is managed by the PHS leadership team and is allocated to the provision of resources. These include:

- Teaching assistants
- Resources for students with SEND
- Provision within the Learning Base
- Leadership staffing
- External expertise
- Literacy & Numeracy based resources
- Intervention Support Resources (Staffing and Resource)

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)

In terms of the support for the young person, the decision making process for the type of support the child needs would begin after identification that such extra help is necessary. Once this has been identified and discussed with parents and student, the type of support that they require will be discussed. The majority of extra support can be found within the provision already put in place by PHS. If there is a need for support that is not currently already in place within PHS, this will be discussed with parents and the feasibility and potential impact of implementing such support discussed. If necessary the Deputy Heads (Standards) and (Student Progress) would also be consulted e.g. Modification to timetable.

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

The SENCO and Lead Practitioners will take the primary lead in securing equipment or facilities for young people. This may be delegated to the appropriate Learning Support Assistant or Head of Department/teacher.

Parents may know of suppliers of equipment/facilities/facilitators that may be beneficial for a student with particular needs and in such cases recommendations are always welcomed, although the feasibility of utilising them would be discussed and the final decision will be made by the school.

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)

There are ongoing assessments in each subject area. Parents also receive progress reports three times a year. These are based on ongoing assessments throughout the school year. The Learning Support team monitors the progress of all students on the Learning Support Register. Student progress is central to our review discussions and target setting. Our Learning Support Register is 'flexible'. Depending on their progress, students can move from First Concerns or Initial Advice to SEN or vice versa. Where students fail to make progress, despite sustained intervention strategies from the Cheshire East tool kit or recommendations from outside agencies, we would consider application for needs assessment.

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>



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Teaching, Learning and Support

For parents who wish to have more detailed and individual discussions about their child's progress, or who feel that their child is not progressing, we would encourage them to contact their child's Form Tutor, the subject teacher/Head of Department (if it is subject related) or, if there are wider concerns, Director of Learning for the appropriate year group.

We encourage a working partnership with parents to monitor the performance of their child to ensure their child makes the best progress. Details about what children are studying can be found on the PHS website. Information on what a parent can do to help their child at home can be obtained from the Form Tutor Year Director of Learning Leader or SENCo. Information evenings are held for the different year groups.

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

In addition to the information about reporting progress detailed above, regular reviews will take place for students with SEND. This review will be based on information from teachers, information from Learning Support Assistants as well as from the student and their parents. In addition student with an EHCP have an annual review. The review meeting will usually be attended by SENCo/SEND Lead Practitioner, the relevant Learning Support Assistant (usually the Key Worker), the parents, the student, and any relevant outside agencies.

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)

Evaluation of arrangements and provision is based on student progress and their wellbeing in our school. The evaluation of arrangements and provision are dependent on the individual student needs. Through the use of a variety of tests we ascertain student progress. Our intervention programmes in literacy and numeracy measure student progress. The efficacy of our intervention can be measured in terms of student progress towards their Guidance Grades. Throughout Key Stage Three some groups are mixed ability and others are set using assessment data. The initial Year 7 sets are based on the assessment data provided by Primary Schools. Throughout the year teachers are asked to make recommendations for set changes based on the data obtained from the assessments completed four times a year. At GCSE, setting is in core subjects, with most option groups being taught in mixed ability groups. Again recommendations for set changes are based on the assessments.



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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?

For the majority of students, arrival at the start of the day and exit at the end is very much part of their development and independence, and most will do this by themselves - although at both times of the day there are a large number of staff on duty who supervise the students and ensure they arrive and leave in an orderly fashion. The majority of buses have CCTV.

For some students, alternative arrangements may be necessary and this will be discussed with the Learning Support Department or the key worker, as some students do need to be met at reception or collected by parents at the end of the day.

Again for the majority of students breaks will mean independent access to the restaurant and the main yards where they will meet and socialise with their friends. The Sixth Form have access to their own social area, study area and catering facilities. The restaurant and outside areas are supervised by a number of staff at break and lunch time. We also have CCTV around school.

Other students need support at these times and we do offer access to a club, staffed by LSAs where students can socialise, eat and play games. Some students, due to physical or other concerns, may need to leave lessons early, usually accompanied by a Learning Support Assistant. Again arrangements like these need to be discussed with key staff.

When risk assessments are needed these will be completed by staff and parents and discussed with students. Relevant decisions from these will be shared with teaching staff. Again such arrangements would be reviewed with parents.

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

All students have access to their Form Tutor daily and have regular access to their Director of Learning and Welfare Year Leader with whom they can discuss issues. Within form time students can also access their Learning Support Assistant key worker (depending on need) so any concerns or issues can be raised.

- The school has a number of anti-bullying strategies:
- Report it immediately to the Form Tutor or Welfare Year Leader
 - Report it to the Form Tutor or Welfare Year Leader via email or telephone
 - Report it on the PHS anti bullying/support e-mail accessed via the school website



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Keeping Students Safe and Supporting Their Wellbeing

The PHS policy on anti-bullying is available on <https://www.phs.cheshire.sch.uk/aboutus/school-policies>

For students who may find it difficult to make friends and socialise, we offer a number of solutions:

- Within form groups we will have tried very hard to keep groups of friends from primary schools together so that transition to secondary is smoother
- Some students access the learning support club which offers a small, supported environment at break and lunch times
- Some students may need more intense support from the Welfare Year Leader or Emotional Health and Well-being centre coordinator with developing their social and communication skills

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

Where a student has Individual Medical needs we ask the following:

- For parents to contact PHS immediately and meet with the first aid lead as well as the Welfare Year Leader, Welfare Year Leader or Emotional Health and Well-being centre coordinator and where possible and necessary, the School Nurse (NHS)
- The level of medical need, medication, and individualised support will be discussed and determined at this meeting – and if felt necessary, an Individual Health Plan set up
- The relevant information contained in this plan would be shared with staff.

For the majority of students an Individual Health Plan will not be required. Staff will be made aware of a students' needs where necessary. There are a number of trained First Aid staff within PHS. In terms of emergencies staff have been given training on what to do in certain areas (i.e. EpiPens) but the type of action to take, in the majority of cases, would be determined by the First Aider. Parents or the emergency contact person identified by parents would be contacted immediately.

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

Any concerns about the emotional and social development of a student would be discussed with parents and students. There may be a need to access support from the or Welfare Year Leader, Emotional Health and Well-being centre coordinator who would offer support and work on a number of different areas including Self Esteem, Anger Management and social and communication difficulties.

If there is a greater concern then advice may be sought from different teams i.e. CEAT (Cheshire East Autism Team), CAMHS (Child and Adolescent Mental Health Services), and/or the Educational Psychologist.

This level of support would only be actioned following discussion with parents and with the student.



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Keeping Students Safe and Supporting Their Wellbeing

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

There are a number of actions PHS takes to avoid exclusions and improve behaviour:

- All staff follow the behaviour policy.
- Intervention to modify behaviour would be accessed via the Welfare Year Leader
- In addition, support may be sought from Outside Agencies

In terms of attendance all Form Tutors are asked to monitor attendance. Welfare Year Leaders review attendance daily and monthly attendance data is sent home. If attendance falls below 90% and we are not aware of any significant issues that could affect attendance, we will raise our concerns with parents/carers. In some cases we may refer to the Educational Welfare Service.



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Working Together & Roles

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

Students will have a number of teachers during their secondary education.

All students will have a Form Tutor whom they will see every day during registration. As an immediate contact point their role is crucial, and we do ask parents to work in partnership with the Form Tutor and help establish a working relationship that supports the student.

Any questions that a parent has about a student's progress in a subject should be directed to the specific subject teacher; as they will have a better and wider understanding of the progress needs, concerns, types of assessment and subject content.

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

Students with an EHC Plan will also be assigned a mentor from the Learning Support team who will liaise closely with parents, through transition and monitor the ongoing welfare of students in their time at Poynton High School.

In addition to teaching staff, in lessons students with an EHC Plan, regularly are supported by one of our Learning Support **Assistants** All students also have access to a Director of Learning and Welfare Year Leader, Emotional Health and Well-being centre coordinator, Head of House, School Nurse (via NHS) and each Year group and department has a Senior Leader Link.

All staff are expected to be involved in the welfare of all our students and are aware of lines of referral if necessary.

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?

PHS holds a central electronic record of all information relating to students with SEND. A Pupil Profile Plan is written for each of these students This is updated and reviewed regularly.

When relevant new information comes into PHS from parents, students or outside agencies it is shared with staff via the updated profile plan.

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

PHS offers regular training for their staff with a weekly CPD session for teachers every Wednesday morning with a Quality First Teaching Focus. Some of these sessions are used to develop staff understanding of SEND areas and the impact upon students. Coupled with this there are five INSET days for staff each year and some of these are often given over to SEND areas.



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Working Together & Roles

Learning Support Assistants access a yearly CPD programme and individual staff have a key focus area so are in a position to cascade information. There is a weekly meeting for all Learning Support Assistants. This is an opportunity for staff to share concerns regarding student progress and welfare and also a chance to share good practice.

Where there is a particular need of a student the SENCo will endeavour, with support from parents and other groups, to source and provide training for all staff.

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

At times it is necessary to seek the advice and support of other agencies so that the needs of students can be met within PHS. Currently PHS accesses support from:

- The Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Services)
- CEAT (Cheshire East Autism Team)
- School Health
- Teenage and Family Worker
- Occupational Therapy
- Speech and Language Team (SALT)
- Sensory Team
- Physiotherapy
- Social Care
- School Counsellor
- Cheshire East SEND team
- Senior Youth Advisors (Cheshire East)

Access to, advice from, and actions taken as a result will only be undertaken after discussion with parents and the student.

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

For parents who are worried we suggest a number of different routes depending on the nature of your concern:

- The Form Tutor if the concern is a pastoral one
- The Year Director of Learning/Welfare Year Leader again for pastoral issues or concerns about progress
- Subject teachers/Head of Department/Subject Director of Learning if the concern is related to a particular subject
- Please contact the SENCo/SEND Lead Practitioners for concerns relating to progress, concerns regarding provision or additional support.



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Working Together & Roles

If a parent is worried please DO contact PHS.

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

The Director of Learning for SEND is Mrs S Jackson
 The SENCo Designate is Mr N Jackson
 Lead Practitioner SEND is Mrs S Chesterton
 The Specialist Assessor is Mr A Magrath
 Please refer to our web site for email addresses.

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

The current SEN Governor is Dr J. Ayres. She works with the SEN team on developing policies and ensuring that the needs of students with SEND are represented at Governors' meetings.

She also liaises with the SEN team on the provision and support for students who are looked after.

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

As part of their EHC Plan review all students are asked for their views on their progress, the type of support they receive and how they would like this to develop.

Within SEND we also hold regular meetings to gain feedback on SEN to allow us to use this information in future planning. The views of parents are also sought and we are in regular contact with parents to allow for ongoing support of SEND students and their changing needs. Key to their support is the student. They are encouraged to participate in meetings and their views on how they can best be supported is essential to our planning.

PHS also has year councils and a student council. The Year Councils meet regularly with the Assistants to the Pastoral Team to raise ideas, concerns or issues within their year groups. PHS school council meets regularly with the Head Teacher and their feedback is shared with the whole school Leadership Team. Each month members of SLT meet with students to discuss their views on teaching and learning within the school setting.

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

Parents are invited to get involved with the life of the school either through the PTA or the Governing Board. Information and advice on how to do both can either be accessed via the **PHS website** . <https://www.phs.cheshire.sch.uk/> Or through direct contact with school.



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Working Together & Roles

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

In terms of helping families complete forms or in sourcing information and guidance there are a number of routes that a parent and student can take:

- Contact the school and ask to speak to your child's Welfare Leader
- Contact the school and ask to speak to the Teenage and Family Worker

For information on careers and future aspirations then we do provide Careers advice, and appointments can be made by contacting your child's Year Director of Learning or the Head of Careers.

For students with EHC Plans then there will be regular access to the Cheshire East Youth Support Service (CEYSS) who will support students in their transition post 16 and will attend all reviews of the EHC Plan.



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Inclusion & Accessibility

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

There are an extensive number of lunchtime and after school clubs that are run by PHS. An updated list will be made available to parents and students within the new academic year and all students within Key Stage Three are expected to join one of these extra-curricular activities. The activities are open to all students. If a parent has a concern regarding the club or activity, then they would be advised to contact the organiser or their child's Form Tutor.

Regularly throughout the year students are encouraged to take part in House activities for example, sporting events, chess, general knowledge quiz, and Performing Arts events.

The SEND team also offer a range of lunchtime clubs, for example social clubs and homework clubs.

Wherever possible we will try and include all students in activities outside of the classroom. Individual risk assessment may be necessary.

Only where behaviour has been a concern and a student has received a certain level of sanction (i.e. exclusion), or where a student's behaviour has caused particular and regular concern may access to a trip/ activity be denied. This again will be done in consultation with parents. As with all matters, parents are invited to contact school to discuss all trips and activities so that their child may access and get the most enjoyment from them.

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?



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Inclusion & Accessibility

Details (if required) -

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

Details (if required)

Additional Points:

For students who use a wheel chair or who require disabled provision and access, we would strongly recommend that parents contact Poynton High School and ask for a meeting with the SENCo and a tour of the school as the site is not entirely accessible to students with certain types of disabilities and this would need discussion with the parents.

For SEND students who require a measure of additional support to meet aspects of their SEND, this will need discussion with the SENCo so that the appropriate support can be put into place to meet the student's needs.

For further information regarding our Accessibility Plan, please click on the following link:

[Accessibility Policy December 2018 \(v2\)](#)



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Transition
<p>Who should I contact about my child/young person joining your setting, school or college? <i>(IRR)</i></p> <p>“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 students. 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 students.”</p>
<p>How can parents arrange a visit to your setting, school or college? What is involved?</p> <p>There are a number of opportunities for parents and students to visit PHS:</p> <ul style="list-style-type: none"> • There is an information evening for Year 5 parents in the July of each year • There is an Open Evening for all Year 6 parents who are thinking of attending Poynton High School, which is normally held in September • There is an Open Evening for Sixth Form Entry normally held in October • Senior Leaders offer tours of the school on selected dates and times each month <p>As well as this parents are invited to contact PHS and make individual appointments with key staff to discuss their child’s needs.</p>
<p>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) <i>(IRR)</i></p> <p>For students joining us in Year 7 from Primary School:</p> <ul style="list-style-type: none"> - There are a number of transition events for students including Open Evenings and Transition Days - We attend Year 5 and 6 reviews - We meet with parents of SEND students from our feeder schools in the Primary school setting. - Year 6 residential for all students (both feeder and non-feeder primary schools.) - Members of the Learning Support team meet parents of Year 5 and 6 parents to discuss Learning Support at Poynton High School. - Extra individual meetings for students with specific needs - Additional small group visits for students with specific needs - Availability of Learning Support Assistants to visit students in the primary school setting - Transition units of study in English, Maths and Science - During the summer term members of staff will visit all feeder primary schools and obtain advice on students including progress grades, SEND information, and particular levels of need - Parent Information Evening for all Year 6 parents -



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Transition

For students joining us from other schools/educational establishments mid-year:

- We would ask parents to view the latest Cheshire East Admissions information on the Cheshire East website
- In-year admissions would be subject to the Fair Access Protocols for admission and would be considered by the Fair Access Group
- We would ask parents in these circumstances to contact PHS directly and ask to meet with the relevant Year Director of Learning and the SENCo if there is a SEND concern.

For Students in the Key Stage 3 to Key Stage 4 transition:

- Student assembly
- Option booklet plus additional tutorial time
- Parents Information evening including subject talks and displays
- Parents Evening
- Careers advice for all students with an EHC Plan, and by appointment via the Year Director of Learning for all other students

For students looking at post 16/post 18:

- There is careers advice available for all students to access – appointments can be made via the Sixth Form team
- For students with EHC Plans, there will be regular access to the Cheshire East Youth Support Service (CEYSS) who will support students in their transition post 16 and will attend all reviews of the EHC Plan
- **Students and parents are invited for a tour of Poynton High School Sixth Form prior to an application being submitted**
- Guidance meetings are held to discuss all applications.

Other areas:

Some students may also need additional advice and help developing life skills or independence. This would be very much dependent on the needs of the student and would be a bespoke package designed for the individual and based around their needs. Where this is necessary, parents would be invited into school to discuss the nature of this type of support.



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)*

Where a parent may want access to a support service we would advise that they contact the Year Director of Learning or Welfare, the SENCo, or the Teenage and Family Worker who will be able to advise and support them in accessing the right type of support they need.

Where parents need advice and information – please see the links listed below, which will direct you to a number of local and national organisations that will help with support and advice:

- **www.councilfordisabledchildren.org.uk/getting-involved/sen-and-disability-reform-support-organisations/north-west**
This link will take you to a number of websites for particular areas of special need.
- For support with dyslexia please use the following websites:
 - **The British Dyslexia Association: www.bdadyslexia.org.uk**
- To access information on Cheshire East services and for information on how the Local Authority works within SEN please use the following link:
https://www.cheshireeast.gov.uk/children_and_families/special_educational_needs.aspx
- To access support from the ceias (previously Parent Partnership please use this link:
<http://www.ceias.cheshireeast.gov.uk/home.aspx>

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

Updated November 2018
Review date: September 2019

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)*



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Additional Information

We would look to resolve any issues that could potentially arise through open and honest dialogue and feel that most perceived issues can be resolved swiftly through dialogue. Please contact PHS and discuss any concerns or queries you may have with either the Form tutor, Subject teacher, Year Director of Learning, Team Director of Learning, SENCO or Senior Teacher Link.

In the unlikely event that an issue needs further exploration, a meeting with the Deputy Head Teacher and subsequently the Head Teacher may be sought. In addition, use of the PHS complaints procedure as detailed on the School website <https://www.phs.cheshire.sch.uk/search/aboutus/school-policies> may be used.

Poynton High School is very much is about a partnership between school and home for the benefit of students so that they make the best progress that they can.

The Children and Families Act 2014 September 2014. A new SEND Code of Practice accompanies this legislation. Details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/topic/schools-colleges-childrens-services/support-for-children-young-people>

The Cheshire East Toolkit for Special Educational Needs and Disability (SEND) is aimed at all educational providers and settings supporting Cheshire East children and young people aged 0-25 years

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>