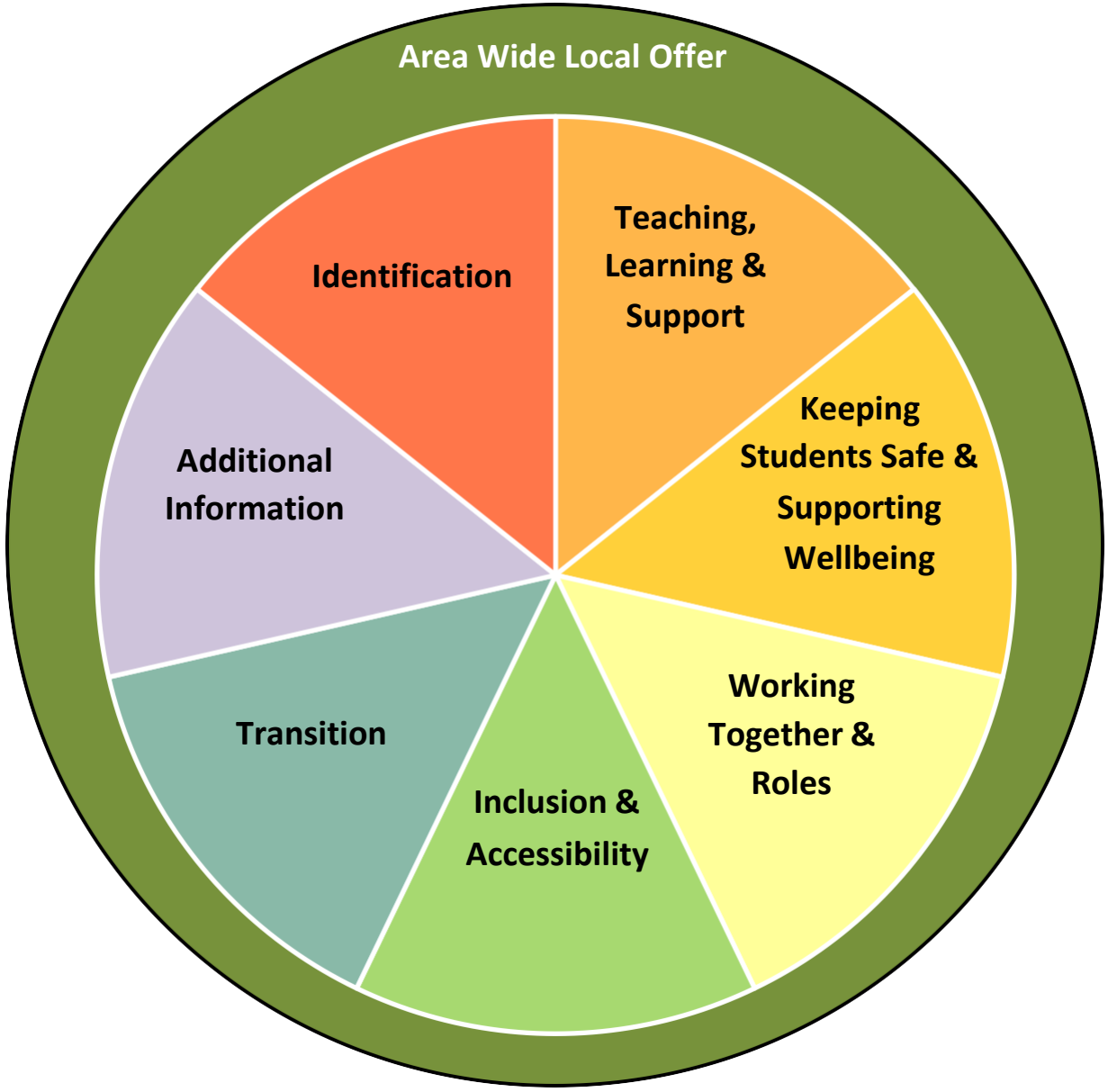
Our School Information Report for Special Educational Needs and Disability

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

Hermitage Primary School

Cheshire East Council

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Name of Setting	Hermitage Primary School
Type of Setting *(tick all that apply)*	☑ Mainstream ☑ Resourced Provision ☐ Special ☐ Early Years ☑ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☐ Maintained ☑ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	4-11
Number of places	Mainstream places 30 per year group, including 7 places for the ASC resource provision.
Which types of special educational need do you cater for? *(IRR)*	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 adaptations and support. ☑ We are an inclusive setting that offers a specialism/specialisms in Autism Spectrum Condition (ASC) as part of our Specialist Inclusion Base. The majority of the children within the Specialist Inclusion Base are either pre-verbal (Early Years and Key Stage 1) and verbal (Key Stage 2). The children may require an adapted curriculum based on their needs and benefit from some social interaction with peers either during playtime or in the mainstream class, this will depend on their needs. They will have specialist support but not usually need full-time support.

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.

Our School Information Report for Special Educational Needs and Disability

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).

Our Information Report for Special Educational Needs and/or Disability

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)*

- *Children with SEND are identified at the earliest opportunity on entry to our school. This is through a systematic approach of observation of the child, discussion with parents/carers and staff working directly with the child. Concerns may be around their social, communication or behavioural presentation or on their progress or attainment, compared to that of their peers. Staff working in school monitor the children's progress rigorously through regular pupil progress meetings which are led by the Senior Leadership Team, including the school SENCo. Vulnerable pupils are identified in a timely manner and support put in place in addition to ordinary inclusive provision to ensure they overcome their barriers and thrive.*
- *Concerns that support was not having a significant impact would be discussed by the class teacher with the school's SENCO (Special Educational Needs Coordinator), who would suggest further strategies and- to help improve the outcomes for the child. The class teacher feeds back to the parents, explaining what additional support will be put in place. Teachers are expected to use Cheshire East's SEND Toolkit as well as Hermitage EEF Adaptations to support high-quality and effective inclusive teaching and learning. At Hermitage high-quality teaching with effective adaptations is delivered in line with our vision for inclusion of 'essential for some, beneficial for all'. The child's progress would -monitored and parents kept informed.*
- *We have a number of successful programmes of intervention to support children. Some of these programmes are used in a 1:1 situation and some of them are group or whole class based this supports child with identified barriers to both keep up and catch up from targeted support.*
- *The progress of all children is discussed at Termly Pupil Progress Meetings and interventions are identified at this time. SEND/Disadvantaged pupils are always discussed individually and highlighted for review of progress during these meetings.*

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 step should be to talk to your child's class teacher. Class teachers are available at the end of the school day and are happy to make appointments if you require a longer discussion.*
- *The class teacher will consider further in class support and adaptations using the **Cheshire East SEND Toolkit and Hermitage EEF Adaptations*** along with any reasonable adjustments *to identify strategies to support.*
- *Class teachers will discuss children with the SENCO in a supportive process known as consultation and complete an Internal SEND Referral Form. Following this meeting the class teacher will meet with parents to discuss the strategies being put in place. If children do not make progress, then they may be identified as needing a SEND Support Plan.*
- *Your child's progress will be discussed regularly with the SENCO and other school staff when they are identified at SEND Support. If it is felt that a **Needs Assessment** is required, the SENCO will arrange a meeting with you to discuss the process.*
- *If your child already has an EHCP, you can raise concerns at the annual review or arrange to speak with the class teacher. Matters regarding the EHCP Review Process, or to change an element of your child's EHCP should be raised with the SENCO. The Local Authority is responsible for updating your child's EHCP and overseeing the Needs Assessment Process. They can be contacted on 01625 378042.*

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 by following www.hermitage.cheshire.sch.uk*

Our Information Report for Special Educational Needs and/or Disability

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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 [(available at www.cheshireeast.gov.uk/localoffer)]*
- *It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive way. Our priority is the provision of Ordinarily Available Inclusion Provision (OAIP) and high-quality class teaching which is adapted to meet the needs of all our learners. Class-based approaches will include adaptations and reasonable adjustments such as alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and teaching assistants participate in regular professional development opportunities to support them in adapted learning opportunities for the children in their class.*
- *For those with significant or complex needs, the school seeks the advice of specialists, for example Educational Psychologist, Cheshire East Autism Team, Speech and Language Therapist, Occupational Therapist and others. In some cases, these specialists might work in school with the child, or the child might attend therapy sessions out of school.*
- *Where additional levels of support are required, a personalised support plan known as a SEND Support Plan is created, which will outline the provision for each child and will be available to parents. Parents will be updated termly and will receive a copy of the plan and will be invited to meet with the class teacher and the SENCo. Children will an EHCP will receive an annual review, and a termly SEND Support Plan and will receive the SEN Support Plan termly and will be invited to meet with the class teacher and SENCo*

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 children in their class by adapting to the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and areas of concerns and will accommodate these. For example, for learners with literacy difficulties, the class teacher will provide bespoke spelling banks or writing frames, or for those with language processing differences, visual supports may be used to accompany auditory information.*
- *Our commitment to inclusion can also be seen in the learning environment, where we implement neutral displays backgrounds and working walls to support cognitive overload and ensure a calm, low stimulating environment for children with additional needs and tools that they are taught to access to help them be successful with their learning.*
- *Where children are working at an attainment level below that of their peer group, class teachers adapt teaching by adapting tasks appropriate to the learners in their class. Teachers ensure that gaps in their knowledge are covered, for example by re-visiting objectives covered in previous year groups. We have teaching assistant staff who are skilled in supporting children with barriers to their learning. We aim to encourage independence in all children, and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners.*
- *For those children who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to adaptations with specialist staff in school, for example the SENCO, or staff from the school's ASC Specialist Inclusion Base. All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils' progress takes place at regular meetings held between class teachers and the SENCO.*

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Teaching, Learning and Support

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

- *In order to ensure that Ordinarily Available Inclusive Provision (OAIP), which is 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. We ensure that we provide a quality learning environment and will provide additional resources in classrooms e.g. additional computers, writing slopes, alternative seating etc. when appropriate. For those requiring provision additional to class-based approaches, funding facilitates teaching support staff to deliver the school's intervention programmes or to provide targeted support in the classroom.*
- *The SEND budget is the responsibility of the Headteacher and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and are used efficiently.*
- *The Governing Body has a duty to meet needs in order for all children to make progress from their starting points and regularly discuss SEND provision.*

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 children's needs are initially identified a discussion takes place between teachers, parents and pupils. We discuss the desired outcomes for the pupil and the provision or support required 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.*
- *Initially, children will be discussed at Pupil Progress Meetings, and a discussion will take place in order to identify possible new strategies.*
- *If children continue to need support or make little to no progress they may have SEND. At this point, the class teacher, SENCO and support staff discuss the provision to date and the impact that has been in place. If the child is receiving provision which is different from or additional to the majority of their peers, they will be deemed as having SEND.*
- *A SEND Support Plan will be created and shared with the parents. Class teachers will monitor provision and review this formally on a termly basis.*
- *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.*
- *The school follows the Graduated Approach methodology of allocating resources; therefore, the children with the greatest level of need will receive the most support from our allocated budget.*
- *Children will have their needs met at the level of support that enables them to make progress. For example; if a child is making progress by having a daily reading session with a Teaching Assistant they will be supported at this level. If a child is making progress with normal classroom provision, this is the level of support that will be offered. If a child needs support and supervision throughout all teaching sessions and play and lunchtimes in order to make progress, this is*

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Teaching, Learning and Support

the level of support that they will receive. However, at this level we would seek further advice from other professionals such as the Educational Psychologist.

- *When this support is approaching a cost of £6,000, the school should consider applying for a Needs Assessment for an EHCP. An EHCP provides a school with Top-Up for any amount that they are spending above the first £6,000. An EHCP does not provide 'extra' funding, as a school should be providing for needs without this. This funding is delegated to the school to meet the needs within the EHCP. This will be discussed throughout the year and may be changed at Annual Review, if this is felt appropriate.*

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

- *The school has a range of equipment and facilities (e.g. adapted reading material, writing slopes, quiet areas 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 are procured as and when required. Class teachers are responsible for planning to meet the needs of all learners and should incorporate these resources, when required.*
- *Where more specialist bespoke equipment is required (e.g. large print books, audio-visual equipment, specialist seating) the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services, NHS) to seek advice on the best options for the procurement of these.*
- *The school will purchase equipment when there is a need for such equipment. The NHS funds equipment when this has been indicated as a need by the relevant professional.*
- *Class teachers liaise directly with outside professionals in order to implement the use of specialist equipment and advice in their classes and evaluate the effectiveness of this equipment, linking with other professionals as needed.*

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. Teachers monitor progress on a daily basis through observation and marking work and they identify where progress is falling or excelling. For children with the most significant needs, regular contact with families takes place through face-to-face discussions. We will also call parents, this is more appropriate for those children who come to school in a taxi, limiting the chances for parents to communicate with teaching staff. Important and/or sensitive information must be sent to school by email (admin@hermitage.cheshire.sch.uk) or communicated to school staff in the office in order for teaching staff to be aware.*
- *Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. We have a robust tracking system, and each child's progress is carefully monitored and measured against age-related expectations. For learners with SEND we always discuss progress from their starting points. Progress in academic subjects as well as personal and social development is discussed.*
- *Information about pupil progress is shared with parents at parent-teacher meetings which are held twice a year, with a formal report being sent at the end of the year. Class teachers are best placed to comment on progress; the SENCO will collate this information for the Annual Review of children with an EHC Plan.*
- *For all learners with SEND, personal support plans will be shared with parents termly, and for those with EHC Plans an annual review will be held.*

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Teaching, Learning and Support

- *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 each school day. For longer discussions please arrange an appointment.*
- *The school offers a range of informative curriculum sessions across the year, as well as providing up to date information on the curriculum on the class webpage. 'Learn with me' sessions are practical and supportive and aim to show parents the work children are completing in school and share ideas with parents on how they can best support their children at home.*

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

- *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. Pupils' opinions are sought at an appropriate level.*
- *Children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult. This becomes part of their SEND Support Plans. These are also shared at Annual Reviews for children with EHC Plans.*
- *The School Council has representatives who have SEND and they take place in regular meetings to shape the future direction of the school.*
- *The Senior Leadership Team captures Pupil Voice at regular intervals and uses the information to inform their next steps for development.*

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 pupil progress and of the effectiveness of provision.*
- *The school works closely with a cluster of schools which enables opportunities for sharing expertise and best practice.*
- *The school SENCO attends half termly consultation meetings with an Educational Psychologist and the Cheshire East Autism Team.*
- *The success of intervention programmes in school is monitored carefully to ensure they provide impact on progress and attainment and remain good value for money.*
- *The school has an active Governing Body who discusses SEND issues and progress.*
- *The school takes part in external verification from the Cheshire East SEND Team.*

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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?

- *Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff personally by class teachers, teaching assistants and the SENCO.*
- *Where risks are identified, measures are taken to limit these, for example supervising a child more closely during transition times and providing additional*

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Keeping Students Safe and Supporting Their Wellbeing

supervision at lunchtime and playtimes. Sometimes, alternative arrangements to educate children are made, for example working outside of the main classroom, or attendance at lunchtime clubs.

- *Children in Years Reception – Year 4 are escorted and are handed over to their parents/carers at the end of the day. (If this is required)*
- *Children who come to school in a taxi are collected from and taken to the escort.*
- *For some pupils, a detailed risk assessment is undertaken which is reviewed on an ongoing basis by the class teacher and SENCO.*
- *Individual risk assessments may be made for school trips and residential visits. Where a risk assessment shows an increased and sustained risk to the child or others, despite measures being put in place, the school reserves the right to refuse access to school visits and residential visits.*

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

- *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 bespoke and is generated through discussion with pupils and their families.*
- *All children in school are supported to develop relationships with their peers. In KS1 this is often achieved by experienced staff playing alongside children and role-modelling good social skills.*
- *Year 6 pupils are buddied with Reception children to help develop friendships and provide support at unstructured times. Children with SEND (both Reception and Year 6) are paired with peers who will support their social development.*
- *We also have Year 6 Play Leaders who actively seek to support children who may find it difficult to join in playtime games.*
- *The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, bespoke support measures are put in place for both victims and perpetrators, which consider the needs of all the pupils involved.*
- *The school's anti-bullying policy can be found on the school website by following* ***https://www.hermitage.cheshire.sch.uk/cheshire/primary/hermitage/site/pages/statutoryinformation/policies***
- *We have an active school council, and they are supported to work collectively with the school community to involve pupil voice in choices that are made by the school leadership team. Children with SEND are represented on the school council.*
- *Our school council also have an active role in Safeguarding. This is an additional forum that allows children to identify, discuss and rectify possible safeguarding problems alongside members of staff through a yearly audit.*
- *eSafety is discussed with all children throughout the teaching of ICT.*
- *The school follows the Jigsaw PSCHE scheme from Reception to Year 6. The same themes are covered at the same time across the school; therefore, children can discuss the same topics with their peers. These sessions allow children to raise concerns or worries that are then dealt with by supportive staff.*

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

- *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, medicine is administered in*

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Keeping Students Safe and Supporting Their Wellbeing

the presence of a member of staff who signs to acknowledge correct administration. All medicines are kept in a locked class medical box, or in a secured fridge. School can only administer prescribed medication that is in the original, labelled bottle.

- *In some cases, pupil's medication may be more appropriately stored with easy access and administered immediately (e.g. asthma inhalers, epi-pens).*
- *If a child requires help with toileting we will seek the advice of the continence service together with parents' views, for children who are not known already to the service. An appropriate protocol will be created to support parents and staff to work towards toilet-readiness.*
- *For those pupils with more complex medical needs, medical care plans produced in discussion with parents / carers and health professionals are used. For those pupils with medical conditions which can present 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 is the responsibility of the consultant overseeing this care- please contact them directly or speak to your child's GP to arrange this.*
- *Staff undertake regular first aid training and are trained annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary, the school seeks out relevant training to address the specific needs of pupils.*
- *We require parents to provide written confirmation of allergies and medical conditions and to provide care plans, if necessary. This remains the responsibility of the consultant responsible for the care needs of the child. Parents can make contact via their GP.*
- *School will work towards meeting the objectives in the care plans, but it may be necessary for us to contact parents if we require additional clarification, or if, at any time, we cannot meet your child's needs.*

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 is embedded throughout our teaching and learning opportunities. Staff promote an environment in which positive personal relationships can flourish and seek to support children in managing their emotions and relationships on a day-to-day basis. We have a range of interventions to support pupils experiencing difficulties with emotions or relationships. If a child needs further support, the school will contact the appropriate agency such as Educational Psychology, Child and Adolescent Mental Health Services (CAMHS) Team etc. VISYON are a local charity that also offers additional support to families and young people in Cheshire East.*
- *CAMHS remains the main external agency for children with significant Social, Emotional and Mental Health needs. They can be contacted via your GP.*
- *We have a structured PSHE scheme that is used in every class (Jigsaw). All children will be focusing on the same whole-school theme at the same time, and this further embeds the focus into whole-school practices such as assembly and overall expectations.*
- *The school also uses Zones of Regulation to support children to have tools and strategies to help them when they experience different emotions.*
- *We have an Emotional Literacy Support Assistant (ELSA) to support children who require a more of a bespoke 1:1 emotional support*
- *Social skills are taught in discrete interventions for those children who are part of the Specialist Inclusion Base for Autism, and for other children when needed. We involve parents and families in supporting their children, accessing Family Support Workers, if appropriate.*
- *The school's main focus is on teaching and learning, and while we will offer additional intervention where Social, Emotional and Mental Health needs are impacting on learning, we would refer to Family Support Workers in order to support behaviour expectations at home, when these needs are not present at school.*

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Keeping Students Safe and Supporting Their Wellbeing

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

- *The school has a clear behaviour policy that is implemented consistently https://www.hermitage.cheshire.sch.uk/cheshire/primary/hermitage/arenas/websitecontent/web/Behaviour%20Policy%20September%202024-70113_20241016094257952.pdf 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. The Headteacher takes an active role in managing this support.*
- *We work flexibly in response to pupils' behaviour and aim to find creative strategies to support pupils in managing their behaviour.*
- *Internal Exclusions are used as part of our behaviour policy. See Behaviour Policy for information or contact the Headteacher.*
- *Internal Exclusions are used by the school as part of a reintegration plan, in consultation with parents and other professionals, so that all involved have time to adjust to new strategies that are required in order to promote inclusion.*
- *It is extremely rare that we would consider exclusion for any pupil. However, the safety of pupils and staff is the responsibility of the Governing Body and exclusions may be appropriate to ensure this safety. See Behaviour Policy for information or contact the Headteacher.*
- *Attendance issues are also rare, but if a situation becomes apparent, the Headteacher will contact home to discuss the matter. If this does not resolve the issue, we may call upon Education Welfare for support. Parents are legally responsible for ensuring that their child attends school.*
- *'Behaviour' is not covered by the SEND Code of Practice and therefore school are mindful of the root cause of behaviours. While we use a number of agencies and methods of assessment, we will work with how the individual child presents in school. Getting to know the child, their individual behaviours, triggers and strategies is essential to the interventions and strategies we use in school. We will not apply 'blanket' strategies, with, or without, professional diagnosis.*
- *We may use physical restraint for the reasons shown in the' Restrictive Intervention, including use of reasonable force, in schools' April 2026 For example, guiding them to a safe space in order to calm down and then repair relationships with peers and staff, or safely holding a child so that they cannot hurt themselves or others, encouraging them to select a calming task and then returning to class once a period of reflection has been completed. If this occurs, you will be contacted and will receive a letter explaining why restrictive intervention, or restraint was used.*

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Working Together & Roles

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

- *The class teacher has the overall responsibility for pupils' learning and their day-to-day well-being in school. They are the first point of contact for pupils and parents.*
- *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).*
  For those pupils who are part of the Specialist Inclusion Base (specified on their EHC Plan), the child will be part of a mainstream class. The mainstream teacher along with the SEND teacher of the Specialist Inclusion Base remains responsible for the child's progress. This is to ensure that pupils are given the opportunity to be included in mainstream learning opportunities within a
  designated class. The SENCO provides on-going support and advice, as required.

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

- *The Headteacher oversees the running of the school, ensuring that all elements of a pupil's education are in place.*
- *The school SENCO has responsibility for coordinating the provision for pupils with SEND. They may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews for those children with an EHCP.*
- *The SENCO may work individually with pupils or advise other staff.*
- *We have a full-time teacher, SEND teacher el who teach within the Resource Provision.*
- *There are also a number of experienced support staff (teaching assistants) working in school. Some of these staff deliver intervention programmes under the guidance of the teaching staff as well as working in classrooms supporting pupils in small groups or on a 1:1 basis.*
- *Pupils who are part of the Specialist Inclusion Base have access to a speech and language therapist on a weekly basis, if this is detailed in their EHCP.*

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?

- *All class teachers and teaching assistants involved with the child are able to view EHC Plans, or their termly target paperwork.*
  - *Class teachers are responsible for the creation and implementation of termly SEND Support Plans.*
- *At the end of the school year teachers work closely together to share information about the child; preparing for the child to move to their next class.*

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

- *All school staff have a good awareness of SEND through regular staff meetings.*
- *The school SENCO is a specialist member of staff, holding the National Qualification for SEN Coordination.*
- *The Specialist Inclusion Base teacher has an enhanced knowledge of teaching pupils with Autism and speech and language disorders. The wider resource base team have a range of specialist knowledge and skills and is currently completing the NASENCo Award*

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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 wide range of services.*
- *We have access to health professionals, for example, School Nurse, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Occupational Therapy, when appropriate.*
- *We organise multi-agency meetings, if appropriate, to discuss pupil's needs (e.g. CAF) and aim to ensure good communication with these groups in order to meet the needs of pupils and their families.*

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.*

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

- *The SENCO is Mrs. Pitts.*
- *She can be contacted via the school office or by email: senco@hermitage.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 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.*
- *We seek 'pupil voice' in response to variety of situations e.g. curriculum topics, school visits, play times, outdoor learning.*
- *Pupil's opinions are sought at a level which is appropriate to the individual.*
- *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. We use pictures and drawings to enable young children to express their opinions.*
- *There is a school council, made up of pupils who meet regularly and share the views of their peers.*

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 school.*
- *Many parents volunteer in school e.g. hearing readers, accompanying trips etc.*
- *Each class teacher holds a welcome morning in September for parents, to explain the routines and expectations for their year group.*
- *We have parent representatives for each class. They meet regularly with the Headteacher and Deputy Headteacher to discuss initiatives, ask questions, make suggestions or discuss any worries. They form the Parent Council.*
- *We have SEND Coffee Mornings*

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Working Together & Roles

- *Parents are welcomed into the Parent Teacher Association, 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.*

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.*
- *Cheshire East has a SEN Parent Partnership Network that can be contacted from the Cheshire East website.* ***www.cheshireeast.gov.uk***
- *Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter, website and via a termly parent partnership magazine.*
- *Many of our pupils who have SEND travel to school by taxi. We liaise with parents, taxi drivers / escorts and the transport coordinator team at Cheshire East.*

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Inclusion & Accessibility

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

- *We are an inclusive school, and we strive to include children in all opportunities offered.*
- *However, inclusion in school trips and residential visits rests upon the completion of a risk assessment. The school reserves the right to refuse access to a school trip or residential visit due to risks highlighted in the risk assessment.*
- *We will seek the opinions of parents and other professionals. Children who are refused access to school trips or residential visits will be educated at school during those days. The use of a child's parent/s does not mitigate the overall risk that may be present on the educational visit.*
- *Additional members of staff may be required to support children in unknown environments, and the school will seek to include additional members of staff if the risk assessments show a need for this.*
- *School will liaise with the providers of out-of-school clubs regarding the attendance of pupils with SEND, but the decision rests with the external provider. We will work with parents to include their child wherever possible in out-of-school clubs run by school, but risk assessments may indicate that it is not possible for the child to attend, even with additional safety measures in place.*

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)

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Inclusion & Accessibility

Additional Points:

- *The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Details of accessibility can been seen in our Single Equalities Policy with our accessibility plan attached –* ***www.hermitage.cheshire.sch.uk/page/policies*** *. 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, providing additional adult support for sports sessions etc.*
- *Where required, the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments e.g. disabling hand dryers, window blinds.*
- *Our Specialist Inclusion Base is a low stimulus teaching environment in order to support learners who need this type of environment in order to engage better and benefit from learning in this classroom.*

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Transition

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

- *For information about entry to school, or to arrange a visit, please email the main school office-* admin@hermitage.cheshire.sch.uk
- Admissions are conducted through Cheshire East. www.cheshireeast.gov.uk.
- *"The school complies fully with the Equality Act 2010 and the current School Admissions Code 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."*
- *Admissions to the Specialist Inclusion Base for Autism are managed by the SEND Team at Cheshire East- 01625 378042. Your child must have an EHCP that is named Specialist Inclusion Base in order to consult for a place within our Provision.*
- *Children must start school full-time from the date that they reach Compulsory School Age. This is currently calculated as the last day of the Term that the child turns 5 years of age.*
- *Please discuss with the school if you are planning to defer your child's start date. The law currently states that 'Summer Born' children, those who are born between 1 April and 31 August, do not have to start until a full year after they are admitted. However, the law states that, in the majority of cases, these children should be admitted directly to Year 1 and work alongside peers of the same year group.*
- *This can cause difficulties and the school will always work with parents in order to secure additional SEND Provision that will enable admission to the Reception class, enabling children to start to get used to the routine of school and benefit from their same-age peers. Evidence shows that children with SEND generally make better progress when provision is identified and put into place at an early stage and that they start school at this time, rather than them starting school a year later.*
- *The admissions authority- Cheshire East- will ultimately make decisions regarding the start date and location of your child's education.*

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

- *We hold an annual open morning in the Autumn Term.*
- *We are happy to show parents around our school at other times. Please contact the school for an appointment.*
- *We encourage the families of pupils with SEND to arrange a visit with the school SENCO so that information which specifically relates to your child's requirements can be shared. This can be arranged by phoning or emailing school.*
- *We encourage the families of pupils wishing to attend our Specialist Inclusion Base to make an appointment to see what we can, and what we cannot offer.*

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)*

- *Once a child with SEND is offered a place in our school, a multi-agency meeting is held. This meeting is an opportunity for families and professionals to share*

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Transition

information about the pupil and for actions to be set to ensure the pupil is appropriately included.

- *We offer a range of transition visits for new Reception pupils, and their start dates and length of day can be flexible.*
- *Prior to entry to school for pupils in other year groups, a range of transition measures are in place. This is bespoke to meet the needs of the pupil but may include visits by school staff to the pupil's current setting, additional visits to our school or a transition pack containing photos etc.*
- *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.*

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Additional Information

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

- *Cheshire East Autism Team*
- *Your family GP (To access Speech and Language Therapy, Physiotherapy, Occupational Therapy, Pediatricians and CAMHS)*
- *Cheshire East Educational Psychology Service*
- *Parent partnership can be accessed by following this link (**https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx**)*

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

Updated: September 2026
Review: September 2027

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

*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)*

- *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 the SENCO. If agreement cannot be reached you can raise the issue with the Headteacher.*
- *In the vast majority of cases, we find that by talking through things we are able to find solutions to most problems. However, if after discussing your concerns, you remain unhappy with any aspect of the school's performance, our complaints procedure can be found at*

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Additional Information

www.hermitage.cheshire.sch.uk.

- *Guidance on what to do if you are unhappy with a decision made by the Local Authority regarding a pupil's SEND can be found on the correspondence sent regarding the decision and can be found on Cheshire East's website.*
- *School will continue to support children and parents in school wherever possible, and we have supported a number of parents through the EHCP Process to date.*