

Our Local Offer for Special Educational Needs and/or Disability

Edleston Primary School

Denver Avenue

Crewe



Please see the following page for information on this setting's age range and setting type

Edleston Primary School

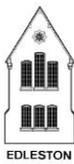


Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----	
Name of Setting	Edleston Primary School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input 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: 100px; height: 20px;" type="text"/>
Specific Age range	4 - 11
Number of places	210
Which types of special educational need do you cater for? <i>(IRR)</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

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

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



Our Local Offer for Special Educational Needs and/or Disability



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

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

Identification

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

Children with SEND are identified as early as possible within our school. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. Staff receive a regular programme of training to support them in the identification of SEND. Early identification is paramount, and therefore staff working in school monitor the children's progress carefully on a termly basis through regular pupil progress meetings which are led by the Headteacher. Teachers also assess children on a daily basis and will call a meeting with the relevant staff if they have any concerns.

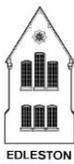
Concerns are initially raised with the school SENCO who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class based support approaches, for example, advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class based support approaches, a package of catch up interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school. We have a high number of skilled teaching assistants who work closely with the class teachers and the SENCO.

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

If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available before 8.45 and at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENCO. Alternatively the school SENCO can be contacted directly.

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

Please log onto our website: <http://www.edleston.cheshire.sch.uk/>. Here you will find relevant documents and policies under the school office.



Our Local Offer for Special Educational Needs and/or Disability



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

Teaching, Learning and Support

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

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

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

The school has a wide range of intervention programmes available to support children who require support which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support, such as Every Child a Reader. Others are personalised approaches based on best practice guidance, for example social skills groups, raising self esteem groups.

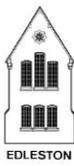
For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists and Occupational Therapists. The school employs its own speech and language therapist who assists with assessing children's needs and trains staff to deliver programmes. Where additional levels of support are required, a personalised support plan is created, which will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENCO to discuss pupil's needs in more detail.

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

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

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

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a



Our Local Offer for Special Educational Needs and/or Disability



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

Teaching, Learning and Support

proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. additional computers, writing slopes, alternative seating etc. It usually means that there are additional adults in the classroom. The SEND budget is the responsibility of the head teacher and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. This is also shared with the governing body.

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)

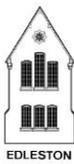
When children's needs are initially identified, a discussion takes place between teachers, parents and pupils. At this meeting, desired outcomes for the pupil will be discussed and the provision or support the pupils needs to meet those outcomes will be agreed. School staff are usually best placed to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

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

The school possesses a range of equipment 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. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

How will you and I know how my child or young person is doing and how will you help me to support their learning? (IRR)

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, daily contact with families takes place, for example through home-school books or informal discussions with parents. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and the Headteacher. Information about pupil progress is shared with parents at parent-teacher meetings which are held termly. For learners with SEND, personal provision plans will be discussed with parents at parent-teacher meetings, and for those with EHC Plans an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day.



Our Local Offer for Special Educational Needs and/or Disability



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

Teaching, Learning and Support

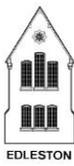
How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

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

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

The school's SENCO, along with the head teacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. Teaching assistants are used depending upon their strengths, i.e. if their strength is numeracy they will teach the catch up numeracy interventions.

Our SEN manager takes part in the monitoring of pupil progress and attainment and works with individual children.



Our Local Offer for Special Educational Needs and/or Disability



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

Keeping Students Safe and Supporting Their Wellbeing

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

Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during the transition between class and care-giver at the end of the day. Occasionally a child will come to school early so that they have time with a member of staff to talk about issues at home. Where necessary, alternative arrangements for the most “risky” times of the day are made, for example structured lunchtimes.

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

PASTORAL

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching we offer a range of interventions, both commercially published and bespoke to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised.

FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are interventions in place to help them. We use the Golden Rules approach and expect every child to follow these rules and respect themselves and each other.

BULLYING

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, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

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

ADMINISTRATION OF MEDICATION

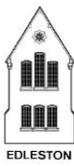
We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Parents are asked to complete a form for medication, which is then signed by the Headteacher and first aider. The first aider then ensures that the medication is taken. All medicines are kept in a locked cupboard.

SHARING OF MEDICAL INFORMATION

Sharing of information is done at the end of the school year with the new teachers and staff who will be working with the child, and any other relevant staff.

MEDICAL APPOINTMENTS

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



Our Local Offer for Special Educational Needs and/or Disability



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

Keeping Students Safe and Supporting Their Wellbeing

pupils who miss work due to unavoidable medical appointments or through illness.

TRAINING

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.

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

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the school employs a teaching assistant, who might work individually with children or might support pupils in a more holistic way (e.g. family support, peer support etc.). We have a range of interventions to support pupils experiencing difficulties with emotions or relationships.

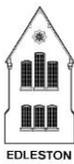
What support is there for behaviour, avoiding exclusions and increasing attendance?

BEHAVIOUR

The school has a clear behaviour policy (see **website**) which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key "trigger points" during the day; for others this may involve a "time out" arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupil's whose behaviour challenges is to firstly understand this behaviour. If patterns are identified we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

EXCLUSION

It is very rare that we would consider exclusion for any pupil.



Our Local Offer for Special Educational Needs and/or Disability



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

Working Together & Roles

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

The class teacher has the overall responsibility for pupil's learning and their day to day well being in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil unless an alternative key worker has been assigned. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, and interventions).

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

The 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 co-ordinating the provision for pupils with SEND. The SEN manager works individually with pupils and carries out assessments where required. Both staff will normally hold review meetings, with the class teacher.

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

- We have a teaching assistant who has responsibility for ensuring the pastoral needs of pupils are met.
- The Every Child a Reader teacher is specialist in supporting pupil's reading and might work individually with pupils or advise other staff (parental consent required for regular planned contact). We also have a Better Reading Partner trained teaching assistant who supports children in KS1.
- We work closely with the school nurse (parental consent required for any contact).

There are also a large number of support staff (teaching assistants) working in school. Many of these are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. Occasionally external agencies or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent/carer. If needed the school will buy in time from our speech and language therapist.

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 any staff involved with the child have access to the child's individual file. SEN meetings are held to discuss progress and attainment and to share information.

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 etc. Regular meetings are held to enable staff to work with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes.



Our Local Offer for Special Educational Needs and/or Disability



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

Working Together & Roles

The SENCo attends regular training and is part of a network of local schools. She is a very experienced SENCo.

The Every Child a Reader teacher is accredited in delivering this intervention and undertakes a programme of professional monitoring certified by the Institute of Education.

Our SEN manager has an enhanced knowledge and many years experience of teaching pupils with Autism and complex needs. Teaching assistants have undertaken a wide range of relevant professional development opportunities, and some have an enhanced knowledge of pastoral care.

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 close links with health professionals, for example, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Occupational Therapy. We work closely with social care teams, as well as with voluntary organisations such as Parent Partnership. Some of our pupils access Speech and Language Therapy and Occupational Therapy on site.

We regularly organise multi-agency meetings to discuss pupil's needs (e.g. CAF) and aim to ensure good communication with these groups in order to meet the need 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. The school SENCO is also always available to support you in matters relating to SEND. Contact details can be found on the school website. We have an open door policy, so always feel free to see the Headteacher.

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

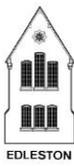
Mrs Astles is the SENCo and Mrs Ferguson the SEN manager. Both can be contacted via school on 01270 685770.

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 for looked after children, and regular meetings between the SEND governor and SENCO take place to ensure that all pupils, including those who are looked after, make progress.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. There is a school parliament, made up of pupils who meet regularly to share the views of their peers.



Our Local Offer for Special Educational Needs and/or Disability



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

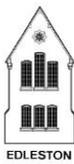
Working Together & Roles

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

Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. hearing readings, accompanying trips etc. There are opportunities to join the “friends of Edleston” 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. Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter, website and flyers. Mrs Green and Mrs Ollier, who work in the office, are also available to help parents with any paperwork.



Our Local Offer for Special Educational Needs and/or Disability



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

Inclusion & Accessibility

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

As an inclusive school setting we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs. We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need. For those pupils whose very high levels of need mean that the standard out of school activities on offer are inappropriate we seek to liaise with families about suitable alternatives (for example parents coming on residential with children).

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

There is wheel chair access into the main school and the reception class.

Are disabled changing and toilet facilities available?

Details (if required)

Changing facilities are in the toilet in the reception area.

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

Details (if required)

Parking is very limited. Drop offs usually occur on the road outside the school.

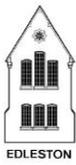
Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

N/A

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our accessibility plan is available in school from the school office. 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.

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text.



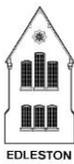
Our Local Offer for Special Educational Needs and/or Disability



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

Inclusion & Accessibility

Some of our higher needs pupils use a total communication approach (signs, symbols and speech). In order to support these pupils, classrooms in school make use of symbols from the WIDGET symbols bank. We are familiar with other augmentative communication tools such as Makaton.



Our Local Offer for Special Educational Needs and/or Disability



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

Transition

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

Please call the school and ask to speak to Mrs Bagni [Headteacher] on 01270 685770.

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

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

We offer a range of transition visits for new reception pupils; however we encourage the families of pupils with SEND to arrange a separate visit with the school so that information which specifically relates to your child's requirements can be shared. This can be arranged by contacting the school (admin@edleston.cheshire.sch.uk or call 01270 685770)

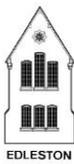
How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)

ENTRY

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

TRANSITION TO NEW SETTINGS

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction. We have good links with our local high schools and work closely with the staff from those settings. We also have close links with many of the local specialist settings and can advise parents and families when making decision about secondary provision.



Our Local Offer for Special Educational Needs and/or Disability



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

Additional Information

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

The school SENCO or Headteacher (admin@edleston.cheshire.sch.uk or head@edleston.cheshire.sch.uk). Parent partnership can be accessed by following this link (https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx). Mrs Green [office manager] is available to help parents find local services.

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

June 2014 to be reviewed June 2015

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)*

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 Head teacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on our **website**.