



SEN information report: Local Offer

This checklist specifies the information that must be included in a school's SEN information report. It is based on the Department for Education's Special Educational Needs and Disability (SEND) Code of Practice.

Local Offer information	Π
The kinds of SEN that are provided for	ASD, speech, language communication difficulties.
Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools only)	SENCO: Mr M McCann, Head teacher, Greenbank School. Office2@greenbank.cheshire.sch.uk 01606 288028
Arrangements for consulting parents of children with SEN and involving them in their children's education	Yr6 intake evening, Annual Review, Interim Annual Review, Informal visits (Winter/Summer Fair, Coffee Mornings), Residential open evenings, Residential transition meetings.
Arrangements for consulting young people with SEN and involving them in their education	Young Persons service (attend transition reviews), Yr11 Work Experience, Yr12-13 Work Experience, PSHCE/CEG, Termly Learning Goals, access to local colleges, Annual Reviews/EHCP.
Arrangements for assessing and reviewing pupils' progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	Termly update reports, use of B ² assessment tool, annual report judging progress (End of KS and inter KS). Progress reported annually to parents and young people at the Annual Review. Information shared with governors and School Improvement Consultant.
Arrangements for supporting pupils moving between phases of education and preparing for adulthood	Transition reviews, support of Young Persons Service. Pathways personalized depending on need. KS5 curriculum focusses on functional skills, young enterprise, college links, work experience and college transition visits to support smooth transition.
The approach to teaching pupils with SEN	ASD specific practices to support the triad of impairments. Opportunities to access residential provision, up to 1 night a week/ extended day for

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	Cheshire West students. Other LA's make their own arrangements with school to access residential provision.
How adaptations are made to the curriculum and the learning environment of pupils with SEN	Broad and balanced curriculum with personalised pathways for students. Additional support provided by a strong Speech and Language Team (SLT), music and art therapy. Classroom size maximum of 8 is the target; minimum of 2 teaching assistant to support, clear philosophy to learning and social and emotional development, termly training in IABA principles of supporting challenging behaviour, termly learning goals to support key targets, ongoing assessment across the curriculum, safeguarding a monthly agenda item, recognition given to the important of social emotional development and life skills. A well-established 'points reward' system encourages positive behavior choices. Opportunities for students to overcome the ASD barriers they face include 'snack' which promotes social interaction, communication, turn taking and sharing. The school environment is of a high standard, including ASD friendly lighting and a consistent colour scheme.
The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured	All staff experienced ASD practioners; ongoing training including IABA, safeguarding, ASD specific training (e.g. sensory curriculum), specific SLT input and close links with agencies delivering music and art therapy, OT, dyslexia tutoring.
Evaluating the effectiveness of the provision made for pupils with SEN	Measurement of outcomes of students against targets set in Lit. Num; tracking of individuals, including disadvantaged groups (E.g. PP), log student destinations, post school, monitor attendance, exclusion rates.
How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN	N/A all students have a statement of SEN / EHCP.
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying	PSHCEE, school council, high profile P.E., celebration assembly, 'snack' opportunities, SLT input, mentoring system, annual review, pastoral tutor / TA role, personalised curriculum.

Local Offer information	II
How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families	Annual/Interim Review invitations, lead CAF/TAF, engagement with IABA consultant/ SEN assessment team a recently appointed Family Support Worker (FSW).
Arrangements for handling complaints from parents of children with SEN about the provision made at the school	School actions its complaints policy, as adopted from the Local Authority.
Named contacts within the school for when young people or parents have concerns	<ul style="list-style-type: none"> - Mr M. McCann- Head teacher - Mrs C. Chia- Deputy Head teacher / Head of KS3 - Mrs B. Scott- Deputy Head teacher / Head of KS4 - Mrs D.Langford- Head of KS5.
The school's contribution to the local offer and where the LAs local offer is published	<p>The school website provides a direct link to the local offer. School makes sure the details relating to school are current and up to date.</p> <p>Local Offer: http://www.westcheshirelocaloffer.co.uk</p>