

## 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

| ----- Click here to return to the front page -----                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Name of Setting</b>                                                 | Church Lawton School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Type of Setting</b><br><i>(tick all that apply)</i>                 | <input type="checkbox"/> Special<br><input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16<br><input type="checkbox"/> Free School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Specific Age range</b>                                              | 4-19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Number of places</b>                                                | PAN 88                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Which types of special educational need do you cater for? (IRR)</b> | <div style="border: 1px solid black; padding: 10px;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in<br/><br/> <p style="color: purple; margin: 10px 0;">Church Lawton School is a specialist provision for autistic pupils aged 4 to 19 years. All pupils have an Education, Health and Care Plan, with autism and associated communication and interaction needs identified as their primary area of special educational need.</p> <p style="color: purple; margin: 10px 0;">Pupils may also have associated sensory processing, emotional regulation, physical, medical, social, emotional or learning needs. Admission is subject to consultation by the pupil's home local authority and consideration of whether the school can meet the needs and provision identified in the pupil's Education, Health and Care Plan.</p> </div> |

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

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

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

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

### Identification

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

*How do you identify children or young people with SEND? (IRR)*

- After identification, what would your setting's first steps be?
- Does the setting/school/college have any programmes for early intervention?

As a specialist provision, all pupils joining Church Lawton School have an Education, Health and Care Plan and a diagnosis of autism. Before admission, the school considers the information within the pupil's plan and any accompanying professional advice to determine how their identified needs can be met.

When a pupil joins the school, staff establish a detailed understanding of their strengths, needs, communication, learning profile and starting points through observation, assessment, discussion with the pupil and family, and liaison with previous settings and involved professionals. This information is used to plan the pupil's targeted, needs-led curriculum and provision.

Pupils' progress, engagement, wellbeing and access to learning are monitored throughout the year. If staff identify a change or an additional area of need, this is discussed with the pupil, parents or carers and relevant colleagues. Advice may also be sought from the school's therapy team or from appropriate external professionals.

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

*(NB this question may not be relevant to specialist providers and they can leave it out)*

- How will I be able to raise any concerns I may have?

Parents and carers are encouraged to raise concerns at an early stage. The pupil's class teacher, form teacher or key worker will normally be the first point of contact, as they have the closest day-to-day knowledge of the pupil.

Where appropriate, concerns can be discussed with the Key Stage lead, therapy team, SENCo or another member of the senior leadership team. The school will listen to the pupil's and family's views, review the available information and agree appropriate next steps. These may include further monitoring, reasonable adjustments, a review of current strategies or advice from an appropriate professional.

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

- Please provide hyperlink(s) to the setting/school/college's SEND policy and other relevant documents e.g. assessment policy, dyslexia policy etc. *(IRR)*

As a special school, our entire provision is designed around meeting the special educational needs of autistic pupils. Information about our SEND arrangements is therefore contained within this Local Offer, the SEN Information Report and the school's wider policies.

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

### Identification

Relevant policies, including the Accessibility Plan, Assessment Policy, Attendance and Punctuality Policy, Behaviour Policy, Curriculum Policy, Equality, Diversity and Inclusion Policy, Exclusions Policy, Intimate Care Policy, medical policies and Complaints Policy, can be found on the school's Key Information page: <https://www.churchlawtonschool.org.uk>

----- [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)*

- How will you support children and young people with SEND with or without an EHC plan? *(IRR)*
- How does the setting/school/college plan the support?
- How and when will I be involved in planning my child or young person's education? *(IRR)*
- What additional learning support is available? *(IRR)*
- How will the setting/school/college modify teaching approaches to meet my child or young person's needs? *(IRR)*
- Do you provide a range of published and personalised intervention programmes to support high quality classroom teaching, and could you provide one or two examples?
- What external teaching and learning do you offer? (e.g. outreach)

All pupils at Church Lawton School have an Education, Health and Care Plan. The school uses the needs, outcomes and provision set out in each pupil's plan, together with current assessment information and relevant professional advice, to plan their education and support.

Teaching is autism-informed, structured and tailored to each pupil's specific needs. Staff make appropriate adjustments to communication, teaching approaches, learning materials, sensory demands, the physical environment and the pace and presentation of learning. Visual and other communication supports are used where appropriate to the individual pupil.

The school uses a graduated model of provision:

- universal approaches available to all pupils;
- targeted strategies or interventions for pupils with an identified area of need; and
- specialist or individualised provision where this is required.

Expected outcomes are identified and pupils' progress and response to support are reviewed regularly. Provision may be adjusted in response to assessment, observation, pupil and family views, and professional advice.

Parents and carers are involved through regular home-school communication, parent meetings, written progress information and the statutory annual review of the Education, Health and Care Plan. Pupils are supported to contribute to decisions in a way that is accessible and meaningful to them.

The school has access to speech and language therapy, occupational therapy and assistant educational psychology input. It also works with external health, social care and local authority services where their involvement is required.

Church Lawton School may also provide outreach advice to other schools and professionals, subject to the nature and availability of the service.

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

## Teaching, Learning and Support

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

- *What is your approach to differentiation?*
- *How will that help my child or young person?*
- *What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and/or equipment/facilities)*
- *Who will oversee and plan the education programme?*
- *What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?*
- *Where can I find information on the courses, qualifications and subjects that are available within the setting or college? (N.B. this question can be left out for settings in which it is not applicable (e.g. in mainstream primary schools))*

**Every pupil has access to the full National Curriculum and support interventions that reflect their strengths, needs, starting points, interests and aspirations. Pupils are taught in small groups, with individual support provided where this is identified as necessary. The school does not routinely operate a model of dedicated one-to-one staffing for pupils.**

**The school delivers the Early Years Foundation Stage and National Curriculum, adapted to enable pupils to access learning at an appropriate level. Academic learning is provided alongside communication, personal development, independence, relationships, wellbeing, community participation, careers and preparation for adulthood.**

**Teaching staff break learning into manageable steps and use approaches appropriate to the individual pupil. These may include visual supports, structured routines, clear and concise language, additional processing time, practical learning, repetition, pre-teaching, overlearning and alternative ways for pupils to demonstrate their knowledge.**

**Reasonable adjustments may be made to the curriculum, school environment, teaching methods, recording methods, timetable and wider school activities. These are determined individually rather than through a single standard approach.**

**Exam access arrangements are considered in accordance with the relevant regulations and the pupil's normal way of working. They are assessed and evidenced on an individual basis.**

**The school's qualifications offer reflects pupils' different learning pathways and may include AQA Unit Award Scheme qualifications, Entry Level qualifications, GCSEs, BTECs NCFE qualification, and, where appropriate and available through partner providers, further Level 3 qualifications. We also offer Functional Skills English and maths qualifications. Currently our Year 10 and 11 pupils have access to off-site post 16 college partners.**

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

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

## Teaching, Learning and Support

- *How is your budget for SEND allocated and managed? [Budget figures not required]*
- *How would you secure additional funding for a pupil?*

The school receives place funding and locally agreed top-up funding through commissioning local authorities. The level of funding and resource attached to an individual placement is informed by the pupil's assessed needs and the provision specified in their Education, Health and Care Plan.

School leaders oversee the allocation of staffing, specialist input, learning resources, equipment and environmental adjustments. Resources are deployed across classes and individual pupils to support access to education and progress towards agreed outcomes.

Where the provision required for an individual pupil cannot reasonably be delivered from the resources attached to the existing placement, the school may discuss the requirement for additional resources or enhanced funding with the relevant local authority. Any such request will be based on identified and evidenced provision rather than diagnosis alone.

## 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)**

- *Describe the decision making process.*
- *Who else will be involved?*
- *How will I be involved? **(IRR)***

Support is determined by the pupil's Education, Health and Care Plan, current assessment information, the pupil's presentation in school, progress towards outcomes, and relevant professional recommendations.

The class teacher retains responsibility for the pupil's educational programme and works with the class team, Key Stage leads and relevant specialist staff to plan and review provision. The SENCo oversees statutory SEND processes and supports staff to ensure that the provision specified in the Education, Health and Care Plan is understood and implemented.

Parents, carers and pupils are involved through regular communication and review meetings. Where a significant change to provision may be required, this will be discussed with the family and, where appropriate, the local authority and relevant professionals.

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

The need for specialist equipment, assistive technology or environmental adaptation is considered through the Education, Health and Care Plan, school-based assessment and professional advice.

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

## Teaching, Learning and Support

Where equipment can be provided through the school's existing resources, this will be arranged and reviewed by the appropriate staff. Where specialist assessment, equipment or funding is required, the school will work with parents, the local authority, health services and other professionals to identify how it can be secured.

Equipment is selected to meet an identified individual need. Staff are provided with information or training necessary for its safe and effective use.

## 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)*

- *How will you know how my child or young person is doing? **(IRR)***
- *How often will my child's progress be reviewed, and how will this be done?*
- *How will I know what progress they should be making?*
- *What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes? **(IRR)***
- *How will you explain to me how learning is planned and how I can help support this at home?*
- *What opportunities will there be for regular contact about things that have happened at the setting, school or college? (e.g. a home/school book)*
- *Do you offer any parent training?*
- *What measures do you take to assist communication with parents and carers with SEND?*

Teachers assess pupils' learning and engagement on an ongoing basis. Formal assessment points take place during the academic year and are used alongside observations, work completed, progress towards individual outcomes and information from the pupil, family and relevant professionals.

School leaders review pupils' progress and identify where teaching, support or intervention needs to be adjusted. Where progress is not as expected, staff consider possible barriers and agree appropriate next steps.

Parents and carers receive regular communication from the pupil's class team. The school also provides scheduled parent meetings, written progress information and an annual review of the Education, Health and Care Plan. The annual review considers progress towards outcomes, the continuing suitability of the plan and whether any amendments are required.

Information about the curriculum is shared through the school website, newsletters, communication from class teams and parent events. Parents are encouraged to discuss ways in which learning, communication and independence can be supported consistently at home.

The school will make reasonable adjustments to communication with parents and carers where required. Parents should let the school know if they need information in a different format or require support to participate in a meeting.

----- [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)**

- *How will my child be kept up-to-date on their progress, and involved in review processes? (IRR)*

Pupils are supported to understand and contribute to their learning at a level and in a format appropriate to their age, development and needs. This may include conversation, written contributions or information provided by a trusted adult.

Pupils are involved in agreeing and reviewing personal targets wherever possible. Their views, wishes and aspirations form part of the annual review of their Education, Health and Care Plan.

The school recognises that pupils communicate in different ways and that communication can be affected by factors such as anxiety, stress, sensory overwhelm or emotional dysregulation. Staff use their knowledge of the pupil and their individual communication profile to ensure that pupil voice is captured and reflected in planning, support and review processes.

Pupils can also contribute to wider school development through the School Council and other pupil-voice activities.

**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)**

- *How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?*
- *How will you involve parents and carers in this process?*
- *How will you involve children and young people in this process?*
- *Does the setting, school or college use feedback mechanisms or surveys?*

**The effectiveness of provision is evaluated through:**

- progress towards Education, Health and Care Plan outcomes;
- curriculum and assessment information;
- attendance, engagement and participation;
- pastoral, communication and independence outcomes;
- observation and professional discussion;
- annual reviews and other review meetings;
- scrutiny by school leaders, trustees or governors;
- feedback from pupils, parents, carers and professionals; and
- review of interventions and specialist recommendations.

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

## Teaching, Learning and Support

Where information shows that an approach is not having the intended impact, staff review possible barriers and adjust the provision. Significant concerns or required changes may be discussed with the pupil's family, relevant professionals and the responsible local authority.

School improvement planning, staff development and allocation of resources are informed by patterns and priorities identified through this monitoring.

----- 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?

- *What handover arrangements are offered at the start and end of the school day?*
- *What support is offered during breaks and lunchtimes?*
- *How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)*
- *What are the setting/school/college arrangements for undertaking risk assessments?*

The school plans supervision and support according to pupils' individual needs. Staff support pupils during arrival and departure, transitions around the school, breaktimes, lunchtimes, physical education, community activities and educational visits.

The school has established arrangements for transport handover at the beginning and end of the day. Transport itself is normally commissioned by the pupil's home local authority rather than by the school.

Risk assessments are completed for all individual pupils, and for school activities and educational visits where required. These take account of communication, sensory, medical, mobility, emotional regulation, behaviour and supervision needs. Plans are reviewed when circumstances change or new information becomes available.

Educational visits are planned to include all pupils wherever reasonably possible. Adjustments may include additional preparation, visual information, smaller groups, additional staffing, adapted transport, an alternative schedule or consultation with parents and relevant professionals.

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

- *What pastoral arrangements are in place to listen to pupils/students with SEND?*
- *What measures are in place to prevent bullying?*
- *Where can I find details of policies on bullying?*
- *How do you help children and young people to make friends?*
- *Is a mentor or buddy scheme available for my child or young person?*
- *How do you encourage and measure the development of good self esteem and confidence?*
- *Do you offer sibling support?*

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

## Keeping Students Safe and Supporting Their Wellbeing

Pastoral support is embedded throughout the school day. Pupils are supported by familiar class teams and may have an identified key worker or trusted adult with whom they can communicate.

Support is personalised and may address emotional regulation, self-awareness, relationships, confidence, resilience, communication, anxiety or participation. Teaching and support strategies may include structured check-ins, visual emotional-regulation tools, planned regulation opportunities, individual or group interventions and advice from relevant specialist professionals.

The school promotes respectful relationships and responds to concerns about bullying in accordance with its Behaviour Policy and safeguarding procedures. Pupils are taught about relationships, personal safety, wellbeing and seeking help through the curriculum and daily school practice. Parents and carers should speak to the class teacher, form teacher or key worker if they have concerns about their child's wellbeing.

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

- *How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?*
- *What would the setting/school/college do in the case of a medical emergency?*
- *How does the setting/school/college support young people who have to take time off for medical appointments?*
- *How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*

Medication is managed in accordance with the school's Managing Medication Policy and Supporting Pupils with Medical Conditions Policy. Medication must be supplied and authorised in accordance with school procedures and is stored, administered and recorded by appropriately trained or authorised staff.

Where a pupil has an ongoing medical condition, the school will work with parents, carers and relevant health professionals to develop and review an Individual Healthcare Plan where one is required. Relevant staff are given the information and training necessary to implement the plan safely.

Personal and intimate care is provided in accordance with the school's Intimate Care Policy, with attention to the pupil's dignity, privacy, communication, independence and safeguarding.

In an emergency, staff follow the pupil's individual healthcare or emergency plan where one is in place, provide appropriate first aid and contact emergency services and parents or carers as required.

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

## Keeping Students Safe and Supporting Their Wellbeing

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

- *Does the setting, school or college offer a counselling service and/or learning mentor?*

Emotional and social development is supported through the curriculum, class-based practice, key-worker relationships and personalised interventions.

Pupils are supported to develop:

- an understanding of their own communication and emotional-regulation needs;
- strategies for communicating feelings and seeking support;
- confidence, self-advocacy and positive self-understanding;
- social understanding and relationship skills;
- independence and decision-making;
- resilience and safe participation in school and community life.

The school may draw on speech and language therapy, occupational therapy, psychology or other professional advice where this is relevant to the pupil's assessed needs. Support is adapted to the pupil's developmental level and communication profile.

We do not offer in house counselling services, but we are able to accommodate requests for external support services to take place during the school day.

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

The school seeks to understand behaviour in the context of the pupil's communication, sensory, emotional, health and learning needs. Staff use proactive, autism-informed approaches to reduce barriers, provide predictability and support regulation.

Where concerns arise, staff review possible triggers and unmet needs, gather the views of the pupil and family, and agree appropriate strategies. Individual plans and risk assessments are used where necessary, and relevant professional advice may be sought.

The school works to prevent exclusion by identifying concerns early, making reasonable adjustments and reviewing whether current provision remains effective. Any suspension or exclusion is considered in line with statutory guidance and the Trust's policy.

Attendance is monitored regularly. Where a pupil is experiencing barriers to attendance, the school works with the pupil, family, local authority and relevant professionals to understand those barriers and develop appropriate support. This may include regular communication, an individual attendance or reintegration plan, reasonable adjustments and carefully planned support following a prolonged absence.

----- 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 or form teacher is responsible for the pupil's teaching, learning, assessment and day-to-day educational provision. The teacher plans and adapts the curriculum, coordinates the work of the class team, monitors progress and ensures that relevant Education, Health and Care Plan provision is reflected in classroom practice.

The class or form teacher works with the pupil, parents or carers, key workers, phase leaders, the SENCo and relevant professionals. They also contribute to reports, parent meetings and the annual review of the pupil's Education, Health and Care Plan.

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

- *Who will be working with my child/young person?*

Depending on the pupil's age and needs, their team may include:

- the class or form teacher;
- learning mentors or teaching support staff;
- a key worker;
- Key Stage and curriculum leaders;
- the SENCo and Assistant SENCo;
- members of the senior leadership team;
- speech and language therapy staff;
- occupational therapy staff;
- assistant educational psychology staff;
- careers staff and external education or training providers; and
- health, social care or local authority professionals involved with the pupil.

Not every pupil will work directly with every professional. Involvement is based on the pupil's assessed needs, Education, Health and Care Plan and agreed provision.

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

## Working Together & Roles

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?

Relevant staff have access to the information they need to understand and meet the pupil's needs. The Education, Health and Care Plan and associated school information are used to identify the pupil's strengths, communication profile, needs, outcomes, provision, reasonable adjustments, risks and relevant health or safeguarding information.

Information is shared through appropriate school systems, staff briefings, planning meetings, transition meetings, professional advice and training. Class teachers coordinate the implementation of provision within their classes, supported by the SENCo, phase leaders and relevant specialist staff.

Information is handled in accordance with data-protection and safeguarding requirements and is shared only with those who need it for their professional role.

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

- *What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?*
- *Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?*
- *What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?*
- *Does the setting, school or college have any formal accreditations, charter marks or awards?*
- *Does the setting, school or college provide disability awareness training?*

Church Lawton School is a specialist autism provision. Staff receive induction and ongoing professional development relevant to autistic pupils and the needs of the pupils with whom they work.

Staff expertise includes autism-informed teaching, communication, sensory processing, emotional regulation, positive behaviour support, safeguarding, curriculum adaptation, independence and preparation for adulthood. Training is planned in response to statutory requirements, school priorities and the specific needs of pupils.

The school also has access to specialist advice from speech and language therapy, occupational therapy and assistant educational psychology. These professionals may assess or work directly with pupils, advise staff, contribute to planning and provide training.

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

## 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)*

- *How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND?*
- *Do any other services work closely with yours? This can include health, social services, local authority support services, voluntary organisations.*
- *Which health or therapy services can children/young people access on the setting/school/college premises?*

### Depending on the pupil's needs and local arrangements, the school may work with:

- local authority SEND teams;
- speech and language therapy;
- occupational therapy;
- educational psychology;
- physiotherapy;
- school nursing and other health services;
- paediatric and specialist medical services;
- Child and Adolescent Mental Health Services;
- social care and early-help services;
- sensory support services;
- careers services, colleges and training providers;
- transport teams; and
- voluntary and community organisations.

Some specialist staff work directly with or for the school, while others are provided or commissioned by external agencies. Access to an externally provided service is subject to that service's referral criteria and availability.

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

- *Who can I talk to if I am worried?*

The pupil's class teacher, form teacher or key worker will normally be the first point of contact for day-to-day questions or concerns. If the matter relates to a statutory SEND process, Education, Health and Care Plan, annual review or significant change in provision, parents can contact the SENCo or Assistant SENCo through the school office.

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

### Working Together & Roles

Safeguarding concerns should be raised immediately with the school's Designated Safeguarding Lead or another member of the safeguarding team.

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

*Note: colleges – no legal duty for SENCO, but should have named co-ordinator for SEN support*

Parents and professionals can contact the SENCo through the school office.

SENCo: Lorraine Clegg

Telephone: 01270 877601

Email: [office@churchlawtonschool.org.uk](mailto:office@churchlawtonschool.org.uk)

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

*Note: must include information around looked after children*

The Trust Board and local governance arrangements provide strategic oversight and hold school leaders to account for the quality, safety and effectiveness of provision.

The governor or trustee with responsibility for SEND monitors the school's arrangements for meeting pupils' special educational needs. This may include reviewing information about statutory compliance, pupil outcomes, provision, staffing, training, accessibility and the experience of pupils and families.

The governing body also ensures that appropriate arrangements are in place for looked-after and previously looked-after children. The Designated Teacher works with the pupil, carers, social worker, virtual school and other professionals so that education, care and Education, Health and Care Plan arrangements are coordinated appropriately.

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

- *How will my child/young person being able to contribute his or her views?*
- *How will the setting/school/college support my child/young person to do this?*
- *How do you support children and young people with SEND/LDD in making their aspirations known?*

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

## Working Together & Roles

- *Do you have any student focus groups, councils or forums within the setting?*

Pupils are encouraged and supported to share their views, preferences and aspirations through regular discussions with staff, pupil voice activities, review meetings and daily interactions within school. Staff adapt their approach where required to ensure pupils can participate meaningfully and have their views considered in decisions that affect them.

Pupils contribute to their targets, curriculum choices, annual review and preparation for adulthood wherever possible. Staff support pupils to identify their aspirations and to communicate what is important to them now and in the future.

The School Council and wider pupil-voice activities provide opportunities for pupils to contribute to school life and development.

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

Parents and carers are encouraged to be active partners in their child's education. Opportunities may include:

- regular communication with the class team;
- parent meetings and annual reviews;
- contributing to targets, transition plans and individual plans;
- parent forums, workshops and consultation activities;
- school events and celebrations;
- surveys and feedback;
- standing for an available parent governance role; and
- contributing to reviews of school practice and provision.

Information about vacancies or formal governance opportunities is shared with families when these arise.

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

- *Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?*
- *What information, advice and guidance can parents and young people access through the setting, school or college? Who normally provides this help and how can they access this?*
- *How does the setting, school or college help parents with travel plans to get their son/daughter to and from the setting, school or college?*

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

### Working Together & Roles

Staff can help families understand school-based information, their child's Education, Health and Care Plan and the annual review process. Where appropriate, the school can signpost families to local authority teams, SEND Information, Advice and Support Services, health services, social care, early help, voluntary organisations and the Cheshire East Local Offer.

The school may provide reasonable support to enable parents and carers to contribute to forms or statutory review paperwork. However, staff cannot provide independent legal advice or complete documents on behalf of another agency.

Home-to-school transport is determined and arranged by the pupil's home local authority. The school can share relevant educational information with the local authority but does not make transport eligibility decisions.

----- 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)*

- *What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?*
- *Do you offer holiday and/or before and after school/college provision? If yes, please give details*
- *What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?*
- *How do you make sure clubs, activities and residential trips are inclusive?*
- *How will you help my child or young person to be included?*
- *How do you involve parent carers in planning activities and trips?*

**Pupils are offered opportunities to take part in educational visits, community learning, enrichment, physical activity, Adventure Learning and other activities beyond the classroom.**

**Activities are planned with pupils' individual communication, sensory, medical, physical, emotional-regulation and supervision needs in mind. Reasonable adjustments may include advance preparation, visual information, changes to the timing or environment, additional staffing, smaller groups, adapted activities or equipment, and liaison with families or professionals.**

**Risk assessment is used to identify and reduce foreseeable risks. Parents or carers are consulted where individual planning or medical information is needed.**

**Where a charge or voluntary contribution applies, families are informed in advance and the Trust's Charging and Remissions Policy is followed.**

### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☐

Details (if required)

Yes

Are disabled changing and toilet facilities available? ☐

Details (if required)

Yes

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

Details (if required)

Yes

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

## Inclusion & Accessibility

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

Details (if required)

N/A

*Additional Points:*

- *Where can I find the setting's Accessibility Plan? [As described in the latest SEN Code of Practice]*
- *How are SEND students supported to access those facilities available to all students?*
- *Have there been improvements in the auditory and visual environment?*
- *How do you communicate with those whose first language is not English (including parent/carers)?*
- *Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?*
- *Is any specialist IT software or equipment available and used within the setting?*

**Church Lawton School is a purpose-built, single-storey school. The second storey is staff office space and can be accessed via a lift.**

**The school considers accessibility across three broad areas:**

- **access to the physical environment;**
- **access to curriculum, learning and wider school activities; and**
- **access to information and communication.**

**Staff make reasonable adjustments according to individual need. These may include visual supports, adapted materials, alternative recording methods, assistive technology, changes to the sensory environment and alternative communication approaches.**

**The school's current Accessibility Plan can be found on the Policies and Procedures page of the website**

----- 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)*

- *Where can I find information on entry criteria? (colleges/post 16)*
- *Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in the latest Code of Practice)*

Admissions to Church Lawton School take place through the statutory Education, Health and Care Plan consultation process. Pupils are referred to the school by their home local authority.

Parents and professionals can contact the school to find out more about our admissions processes. We hold two open evenings per year, approximately mid October and early February. We are unable to offer visits outside of these times, but can offer a visit as part of consultation. However, a visit or discussion does not constitute an offer of a place. A placement can only be agreed following formal consultation and consideration of whether the school can meet the pupil's identified needs.

The school's Admissions Policy and admissions information are available on the school website.

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

- *Do you offer Open Days?*

Where open events are offered, details are shared through the school's usual communication channels. Individual visits may also be arranged as part of the admissions or transition process. We do not offer general visits outside of open events due to the high volume of requests we receive.

### 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)*

- *What preparation will there be before my child or young person joins you?*
- *How will he or she be prepared to move onto the next stage?*
- *What information will be provided to his or her new setting, school, or college?*
- *How will you support the new setting, school, or college to prepare for my child or young person?*
- *What work experience opportunities do you offer?*
- *Do you offer any vocational awards, apprenticeships, traineeships and/or supported internships etc.?*
- *Do you teach life skills and/or independent travel training?*
- *Do you use job coaches or careers advisors?*

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

## Transition

Transition is planned according to the pupil's individual needs. Before a pupil joins, staff review the Education, Health and Care Plan and relevant professional advice, liaise with the current setting and family, and gather information about communication, learning, sensory needs, regulation, health, safety and successful support strategies.

Where appropriate, transition may include:

- staff visiting the pupil in their current setting;
- discussions with current staff and involved professionals;
- photographs, visual information or a personalised transition booklet;
- planned visits to Church Lawton School;
- a phased or otherwise adjusted transition programme;
- meetings with the pupil and family; and
- review of the transition once the pupil has started.

When a pupil moves between classes or phases within the school, information is transferred to the new team and pupils are supported to become familiar with new staff, routines and environments.

When a pupil leaves the school, staff work with the receiving setting to share relevant information securely and plan appropriate transition support. Pupils and parents are involved in this process.

Preparation for adulthood is developed through the curriculum and annual review process. It may include careers education, work-related learning, work experience, independent living skills, community participation, travel skills, communication, decision-making and planning for future education, training or employment.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
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| ----- Click here to return to the front page -----                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Additional Information</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>What other support services are there who might help me and my family? <i>(IRR)</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <ul style="list-style-type: none"> <li>Who can I contact for further information? (Parent partnership etc.)</li> </ul> <p>Families may find support through:</p> <ul style="list-style-type: none"> <li>the Cheshire East Local Offer;</li> <li>their home local authority SEND team;</li> <li>the local SEND Information, Advice and Support Service;</li> <li>health services, including school nursing and relevant specialist services;</li> <li>early help and social care;</li> <li>local parent-carer forums;</li> <li>careers and transition services;</li> <li>the National Autistic Society and other appropriate voluntary organisations.</li> </ul> <p>School staff can signpost families to services, but access will depend on each service's remit, referral arrangements and eligibility criteria.</p> |  |
| <b>When was the above information updated, and when will it be reviewed?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><i>Must be updated annually – please provide date of latest update</i></p> <p><b>This information was updated on 16th September 2026.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Where can I find the Cheshire East Local Offer? <i>(IRR)</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <p>From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at <a href="http://www.cheshireeast.gov.uk/localoffer">www.cheshireeast.gov.uk/localoffer</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>What can I do if I am not happy with a decision or what is happening? <i>(IRR)</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <ul style="list-style-type: none"> <li>How can parents give feedback to the setting, school or college?</li> <li>What is the setting, school or college's complaints policy? <i>(IRR)</i></li> </ul> <p>Parents and carers are encouraged to raise concerns as early as possible with the pupil's class teacher, form teacher or key worker. Many concerns can be resolved through discussion and an agreed plan of action.</p> <p>If the concern cannot be resolved at that level, it can be raised with the relevant phase lead, SENCo or a member of the senior leadership team.</p>                                                                                                                                                                                                                                |  |

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

### Additional Information

The school welcomes constructive feedback. Where a concern remains unresolved, parents and carers can use the Liberty Academy Trust Complaints Policy and Procedure, which explains the formal stages and how complaints are considered.

Concerns about a local authority decision, including the content of an Education, Health and Care Plan, placement or transport, may fall outside the school's complaints procedure. Families may wish to contact the responsible local authority or obtain independent information and advice from their local SEND Information, Advice and Support Service.