



Middlewich High School - Our Local Offer for SEND 2023-2024

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



Middlewich High School - Our Local Offer for SEND 2023-2024

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Name of Setting	Middlewich High School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input checked="" type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify)
Specific Age range	11-16
Number of places	PAN (mainstream places) = 711 ASC Resource Provision - 15 places Hearing Impaired Resource Provision - 5 places
Which types of special educational need do you cater for? (IRR)	Middlewich High School is an inclusive, mainstream setting that caters for students with additional needs who have the capacity to access a mainstream curriculum and physical environment alongside their peers. We have a Resource Provision for students with Autistic spectrum Conditions (ASC) and Hearing Impairments. Both Resource Provisions are an integral part of the mainstream environments, with students accessing learning alongside their peers in the classroom.

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.



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The requirements for the SEND 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:**

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Identification

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

Positive long term outcomes for students are promoted through the early identification of additional needs.

Early identification of additional need may come from a range of sources including as:

- Individual students
- Parents
- Form tutors
- Subject Teachers
- Heads of Year
- Education Support Workers
- External professionals

A range of assessments are available to the school to establish need and these are undertaken by the Deputy SENDCo's and Learning Practitioner with responsibility for Access Arrangements.

Middlewich High School makes use of the Cheshire East Toolkit for SEND (updated October 2023) to determine level of need and associated strategies and resources deemed necessary to meet need.

Following the identification of need, the following steps will be completed:

- Parents and students will be invited to meet with key members of staff to discuss identified need
- The SENDCo will decide the Code of Practice level and the student will be added to the SEND Register
- Each student will be allocated a SEND Keyworker, who will be the main point of contact for the student and their family
- A detailed student profile will be drawn up, detailing barriers to learning, necessary high quality teaching strategies in the classroom as advised in the Cheshire East Toolkit for SEND, external interventions (where necessary), school based interventions (where necessary) and student voice



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Identification

- Student profiles are shared with all staff working alongside students
- Student profiles are reviewed termly by Keyworkers

What should I do if I think my student 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 form tutor. The form tutor, if appropriate, may then seek the advice of the school SENDCo.

Important contact details:

LCollins@mhs.school - Leanne Collins - SENDCo

JSzewcow@mhs.school - Jusyna Szewców - Deputy SENDCo

ZJones@mhs.school - Zoe Jones - Deputy SENDCo

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

All relevant school policies can be found on the school's website.

<https://www.mhs.school/page/?title=School+Policies&pid=11>

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Teaching, Learning and Support

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



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Teaching, Learning and Support

Following the guidance laid out within the SEND Code of Practice, all students are expected to attend their lessons alongside their peers, in order that they should access the specialist knowledge of their subject Teachers. All students, regardless of need and disability should have access to a broad and balanced curriculum. The school advises on teaching strategies in accordance with the Cheshire East Toolkit for SEND. The SEND Toolkit advises on strategies to support teaching practice for all areas of need specified within the SEND Code of Practice (2015), at each Code of Practice level.

Teachers receive specific guidance on additional strategies to support students with additional needs in the classroom within the whole school Teaching and Learning CPD programme. The SENDCo works in collaboration with staff with specific responsibility for the quality of education to deliver this programme.

Classroom support may include:

- Ensuring text and print is displayed using appropriate font and/or colour background
- Promoting a low stimulus learning environment
- Access to differentiated success criteria
- Allowing extra time for processing information, answering and completing tasks
- Allowing for frequent practice through recall and repetition
- Presenting new information in small chunks keeping language simple
- Having visual prompts on display
- Use of technology to support learning
- Encouraging Peer support
- Encouraging the use of spelling strategies, for example: mnemonics, words within words, base words and suffixes etc
- Use of writing scaffolds to support planning
- Use of concept maps to plan and identify overall themes and the relationships between ideas

In addition to this, students who are identified as needing an enhanced level of support may access additional interventions, which may include:

- Key Worker mentoring
- Precision Teaching



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Teaching, Learning and Support

- Forest School
- IDL support
- ELSA
- Zones of Regulation
- Forest School
- Homunculi
- Reciprocal Reading

Where additional levels of support are required, a plan, do review cycle is initiated which will outline the provision available and progress made against targets set. Parents and students are fully involved in the planning of support.

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

All students access a broad, and balanced curriculum alongside their peers. Subject teachers take responsibility for meeting the needs of all students in the classroom by differentiating the learning (ordinarily available inclusive practice). All Teachers have access to student profiles, which detail the high quality teaching strategies advised by the Cheshire East toolkit for SEND, and will make every endeavor to meet individual needs using the reasonable adjustments made available to them. 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 build on the strengths of the learners. All additional provision for students with SEND is overseen by the school SENDCo, and monitoring of student progress takes place at regular meetings held between Learning Practitioners, the SENDCo and Deputy SENDCo's.

Students with Resource Provision placement have access to a supported, low stimulus, learning environment to return to when necessary. Within this provision, students have access to a small sensory room containing a range of resources and equipment to support students with sensory processing needs.

Where students are identified with complex needs, following assessment, adjustments to the curriculum may be deemed necessary. For example, adjustments may include; individual or small group intervention sessions, speech and language therapy, Forest School intervention.



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Teaching, Learning and Support

For some students it may be appropriate to provide support in the form of access arrangements in tests and examinations. This can involve the use of a scribe, provision of additional time, or rest breaks

How are the school's resources allocated and matched to student's or young people's needs?

- As part of their delegated budget, all schools receive basic funding for every student known as the AWPU (Age Weighted Pupil Unit). The actual AWPU amount is determined each year as part of a funding formula and varies according to age
- In addition to AWPU, each school's delegated budget includes a notional SEN allocation known as 'low cost high incidence' (LCHI) funding. Schools are required to fund the first £6,000 of additional costs per child or young person with SEN; this funding is used to implement strategies such as resources and/or additional support). Some students with SEN will also be eligible for additional funding, such as Pupil Premium
- In mainstream schools, 'Top up' funding is provided for children and young people with an Education, Health and Care (EHC) Plan from the Local Authority's High Needs budget. This funding relates to an individual student and the amount allocated is defined by the individual student's needs and agreed provision, as described in their EHC Plan. Top-up funding is provided to the school for the time a student attends that particular school (part-time places are funded accordingly).

How is the decision made about what type and how much support my student or young person will receive? Who will make the decision and on what basis? *(IRR)*

The type, and level of support allocated to a student is decided by the SENDCo. This information is made available on each individual student profile. Where a student is in receipt of high needs funding, the SENDCo considers the level of funding received by the Local Authority and ensures that funding is allocated within the students timetable. School staff are usually best placed to advise on the nature of the support and provision needed, but the school may seek the support of other agencies on this. Any decisions to implement provision which is, different from or, additional to that received by the majority of children are agreed jointly between school, parents and the student.

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

The school has a range of equipment and facilities such as:

- Differentiated reading material
- coloured overlays and exercise books
- Sensory room equipment



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Teaching, Learning and Support

- Laptops

The SENDCo will make strategic decisions about the allocation of these resources based on the needs of students. 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 SENDCo 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 and students will be involved, wherever possible, in these discussions.

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

- Monitoring of progress is an integral part of the teaching and learning process, for all students. Students complete termly assessments to assess progress. It is the responsibility of subject teachers to identify where progress is a concern, or where a student is excelling. As a school we aim for all students to achieve aspirational progress over their time in the school. Information about student progress is shared with parents at progress evenings and via the parental portal.
- For students at the School Focus level of the Code of Practice (K), Implementation plans will be discussed with parents via meetings/discussions with Learning practitioners
- For students with EHCPs an annual review will be held with the SENDCo. Parents are welcome to seek additional appointments to discuss their child's progress as required or to seek guidance on how to best support their child's learning at home.

For any parents with their own individual needs, special arrangements may be made on request. For example, signed communication.

How does the school consult with and involve students and young people with SEND in planning and reviewing their education? *(IRR)*

Every effort is made to embed student voice into the policies and processes within the SEND Team. Students identified with an additional need have access to a keyworker, who will seek student thoughts and feelings via a scaled mentoring intervention at regular points within the year

Students are supported to attend review meetings with professionals, with the support of their key workers, where necessary, enabling them to contribute to meetings. Students are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them.



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Teaching, Learning and Support

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

- Progress of students with SEND is tracked and monitored at termly assessment points by the SENDCo and Teaching staff
- There is liaison between SENDCo, Achievement Leads, teachers, parents, and students to make sure the right support is in place to secure student progress.
- SEND student profiles are reviewed termly at each assessment point by the SENDCo, Learning Practitioners, and students
- Student's views are sought as part of the whole school Student Voice programme

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Keeping Students Safe and Supporting Their Wellbeing

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

- Student safety is paramount and students are expected to remain in their classroom wherever possible. The Resource Provision has full-time staff presence in order to support students who may be finding it difficult to remain in the classroom.
- Where risks are identified, where there is a complex need, or where a student has an EHCP, an individual student risk assessment may be completed and made available to Teaching staff. It may be considered necessary for some students to have a safe plan, which uses student voice to describe escalation of need and the steps that should be taken by the student and staff at each stage to ensure safe response to emotional escalation.
- Some students with sensory processing needs may require support with transitions between lessons throughout the school day. In exceptional circumstances, students may have an Early Exit Pass in order to reduce the potential for over-stimulation. For some students this may involve a Learning Practitioner (LP) supervising a student during the transition between lessons.
- Students arriving to school early may be met in the morning by a Learning Practitioner and taken to our breakfast club in the school canteen
- Learning Practitioners support school bus duty and support students to get their taxis in the school car park
- During unstructured times Teaching staff have duties in each designated year group area. Where need arises, additional Learning Practitioner support may be available
- The Enhanced Provision has two classrooms that are made available during breaks and lunchtimes for students who find it difficult to access social spaces



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Keeping Students Safe and Supporting Their Wellbeing

- Where necessary, additional support is made available on school trips and visits to enable SEND students to attend. The level of support required is decided jointly by the parents, SENDCo and the member of staff organising the trip

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

We recognise that all students, including those with SEND, can experience a range of social and emotional issues which can impact on their health and well-being. We have a very strong Inclusion Team and students are actively encouraged to speak to their form tutor or any member of the team about any concerns or worries they may have. A whole school focus on social and emotional wellbeing is delivered through our I-value teaching programme. We recognise that for some students, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with students and their families.

The school holds a clear position on bullying, and all students are taught to distinguish bullying from isolated acts of unkindness. Our Anti-bullying policy can be found on the school website. In addition to tutor time and our I-value programme, there are a range of assemblies and whole school events linked to anti-bullying. If a particular issue arises additional year group assemblies may be used to highlight the impact bullying can have. External services may also be invited to speak on a variety of topics to groups of students. All staff are vigilant in monitoring the student'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 students involved. Students are encouraged to talk to staff about any bullying issues.

For students with an additional need, an extended transition into year 7 may also take place. This gives students the opportunity to meet other students and start to forge friendships. We also offer specific social skills sessions, where appropriate, for those students who may struggle to form and maintain positive relationships.

It is sometimes appropriate for us to offer support to the peer groups or siblings of students with additional needs. This usually takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their classmates. Sometimes more long term support is required with peers having regular opportunities to discuss their concerns to enable them to understand their peers with additional needs. At other times this takes a more general form such as working with the class on celebrating diversity.

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



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Keeping Students Safe and Supporting Their Wellbeing

Some students with SEND may also have health or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol, for the administration of medication, is detailed in our Supporting Students with Medical Conditions Policy. Where a health need is identified, a Health Care Plan is agreed with the student, their parents, school and any health care professionals involved with the student. Medication is kept in a locked box and medicine is then administered in the presence of a member of staff who signs to acknowledge correct administration. Emergency medication (e.g., epi-pens, epilepsy rescue medication etc) may need to be kept with the student, if this is detailed in their Health Care Plan. Students with asthma are expected to carry their reliever inhaler with them at all times and to have a spare inhaler cared for by the Medical Care Coordinator. School will ensure that an appropriate number of staff are trained in first aid. Staff undertake regular training 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 students such as diabetes.

Staff in school are experienced in supporting students with continence difficulties, and we would seek to support continence programmes in place at home and advised by external health professionals. For those students who wear continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting a student's toileting needs. Privacy and dignity are of paramount importance for all students with health or personal care needs. For some of our students it is most appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams, tube feeding etc.) and arrangements for this are made based on the context of the student's needs. Students are encouraged to be as independent as possible in managing their health needs (e.g. diabetic students checking their own blood sugars). School staff will still monitor the management.

Information about the health and personal care needs of students is noted on their individual profile. For those students with more complex medical needs, health care plans, produced in discussion with parents / carers and health professionals are used and these are stored alongside their individual profile as well as with the student's medication. For those students with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency.

Where students need to take extended periods of absence to attend medical appointments, parents are encouraged to discuss how best to support the student with any missed work with the class teachers. Sometimes it is appropriate to provide additional "catch up work" for completion at home. The school will work flexibly to support students who miss work due to unavoidable medical appointments or through illness. If students have to miss extended periods of school, e.g. for an operation or due to a long term medical condition, school may refer the student to the Medical Needs Team with supporting recommendation from medical specialists



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Keeping Students Safe and Supporting Their Wellbeing

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

Middlewich High School works within the premise of trauma informed practice. All staff have received training and this is embedded in daily practice inside and outside of the classroom. Social and emotional wellbeing is at the heart of our school ethos, and teachers address this through their teaching and approaches to students. Staff promote an environment in which positive personal relationships can flourish, and seek to support students in managing their emotions and relationships on a day to day basis. For those requiring further support, the school employs Education Support Workers, who might work individually with students or might support students in a more holistic way (e.g. family support, peer support etc).

We have a range of specific interventions to support students experiencing difficulties with emotions, relationships, or behavior. These include Forest School, ELSA, and Zones of Regulation.

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

The school has a clear behaviour policy (available on our website) which is implemented consistently. Where students require additional support with behaviour a range of measures are used to support them in meeting expectations. Where the behaviour policy is implemented, reasonable adjustments can be made to the schools response to this to accommodate need.

We have a clearly embedded system of restorative practice. Students who present with challenging behaviours attend well defined restorative meetings whereby they are supported to consider repair of situations rather than staff opting for a punitive approach. Our focus is on proactively promoting more adaptive ways of responding, de-escalating emotional incidents, and supporting students to change their own behaviours and focus on their positive behaviours. For some students this involves alternative arrangements at key "trigger points" during the day, for others this may involve a "time out" arrangement enabling students to find a designated safe space at times of stress.

Within our behaviour policy there is a clear and consistent process for rewards and sanctions using restorative behavior systems within school. It is only as a last resort we would move to a fixed term or permanent exclusion for a student. A copy of the school's exclusion policy can be found on our website.

We firmly believe that good attendance is vital in order for students to make good progress in school. Parents are asked to contact school if their child is to be absent from school. Students whose attendance falls below our target will be closely monitored by our attendance officer and the SEND Keyworker, who will work



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Keeping Students Safe and Supporting Their Wellbeing

with students and their families to address the issues causing issues with attendance.

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Working Together & Roles

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

Form tutors have the responsibility for the day to day well-being of all students in their tutor groups. In addition, each student has an Achievement Lead who is available to work with them in a pastoral capacity.

Subject teachers have the overall responsibility for a student's learning and they are expected to plan and deliver appropriate learning opportunities for all students, and to ensure that any resources in place to support student learning are used efficiently (e.g. additional adults, physical prompts, and interventions).

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

The Headteacher, along with the Deputy Headteachers, oversee the running of the school, ensuring that all elements of a student's education are in place.

The SENDCo has overall responsibility for the strategic provision, planning and monitoring of progress for students with SEND. The SENDCo and Deputy SENDCo's may work individually with students, or carry out assessments where required, and will usually host formal meetings such as annual reviews.

In addition students may also come into contact with the following:

- The School employs 12 Learning Practitioners who support learning in the classroom, and may provide additional interventions outside of the classroom.
- A range of external professionals such as:
 - Speech and Language Therapists
 - Educational Psychologists
 - Specialist Teachers
 - Occupational Therapists

How does the school ensure that information about a student's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that student?

All students on the SEND Register have a detailed student profile that can be accessed by all staff working within the school. The student profile is also linked to



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Working Together & Roles

the students information on each Teachers register, and on the SEND register itself.

Students who have an EHCP also have an implementation plan which tracks progress throughout the school year. This document is available to all staff working alongside the student.

All staff have received training on, and have guidance on, accessing the information they require to inform their planning for students with an additional need.

The SEND Department is an integral part of the school environment, and Teaching staff are encouraged to access the staff and resources of the Enhanced Provision to gain support and guidance throughout the school day

What expertise is available in the school in relation to SEND? *(IRR)*

- The SENDCo is working towards the National Award for SEN Coordination
- The SENDCo holds a Masters Degree in Psychology and has 24 years experience in working alongside students with complex needs
- The Deputy SENDCo has completed a level 2 qualification in specific learning difficulties
- We have Learning Practitioners who have engaged with specific training on sensory processing needs delivered by Specialist Occupational Therapists
- There are two ELSA trained Learning Practitioners
- 3 Learning Practitioners have enrolled on the MELSA programme
- A Learning Practitioner is a qualified Access Arrangements Assessor
- All staff engage in CPD to raise awareness of, and to promote skills in, working alongside students with an additional need
- Teaching staff have engaged in training provided by the Cheshire East Autism Team and the Autism Education Trust.

Which other services do you access to provide for and support students 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, Cheshire East Autism Team, Deafness Support Network, Speech and Language Therapy, School Health, Physiotherapy and Occupational Therapy and Educational Psychology. There are close links with all agencies within our Local Authority and with neighbouring Authorities, as well as with voluntary organisations such as Cheshire Young Carers and the NSPCC. For Looked After Children we also work in partnership with the Virtual School. Where necessary, multi-agency meetings are arranged to ensure student's needs and those of their families are comprehensively met. The Audiology Team, based at Leighton Hospital, provides audiological support for our Hearing Impaired students.

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



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Working Together & Roles

Miss Leanne Collins is our school SENDCo. She can be contacted via the school telephone number or via email: LCollins@mhs.school

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

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND who takes an active interest in the department and updates their knowledge as available. Regular meetings between the SEND governor and SENDCo take place to ensure that all students with SEND are making relevant, aspirational progress.

How will my student 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, wishes and feelings of our students are an integral part of any plans made about their education. Students with an additional need have an allocated key worker who will complete scaled mentoring with students where required. Student's opinions are sought at a level which is accessible to the individual. For some students this might mean that they are supported to express their views in alternative formats. Students are actively encouraged to attend meetings, however, their views can be expressed via prior discussions which take place with a familiar adult who then acts as an advocate for them in the meeting.

There is a school council, made up of students who meet regularly to share the views of their peers and help make whole school decisions. All students, regardless of need, are encouraged to be part of the school council.

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

All students on the SEND register have a keyworker. The key worker is an essential point of contact who can provide support and guidance to families and students. Key Workers have a wealth of knowledge and can signpost parents and carers to a range of external agencies who can provide further information and support. Students also have access to support from their Achievement Lead and the Education Support Worker.



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Inclusion & Accessibility

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

The school has a breakfast club which is open from 8am each morning. All students have equal access to extracurricular activities, including trips and residential visits. Extra-curricular activities are generally cost-free. The cost of trips and visits is variable, depending on the nature of the visit. For students who require additional support to enable them to participate in a club or visits, appropriate support will be arranged through meetings with the SENDCo, parents, students and any other appropriate professionals to ensure the student's needs are fully met whilst on the visit.

How accessible is the setting/school/college environment?

The School's Accessibility Plan is available on the school website.

The physical environment of the school is fully accessible and barrier-free which ensures that SEND students are supported to access those facilities available to all students.

Specialist IT software e.g. Reading pens are used to assist those students requiring a reader for examinations. Other equipment can be made available, subject to assessed need.



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Transition

Who should I contact about my student/young person joining your school? (IRR)

Initial enquiries regarding admissions should be made to Mrs Sarah Colcough, Deputy Headteacher, via the school telephone number or via email:

admissions@mhs.school

Parents are also welcome to visit the school by prior arrangement. Parents of students with SEND should contact the SENDCo via the school telephone number or via email: LCollins@mhs.school

Where a student has an EHCP, the formal process of application to the school will be made via a Local Authority

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

Parents wishing to visit the school should contact our admissions officer, via the school telephone number or via email: **admissions@mhs.school**

We hold an annual Open Evening which is advertised on the school website and in the local press.

Parents are also welcome to visit the school by prior arrangement. Parents of students with SEND should contact the SENDCo to make arrangements via the school telephone number or via email: LCollins@mhs.school

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

Students with SEND are supported in their transition to us through an extended transition package which is arranged jointly between ourselves, parents and the student's current school, taking into account their individual needs.

Extensive support is given to students during Year 11 to ensure their transition to college, or other Post-16 provision. This is done in conjunction with the Youth Support Service.

In agreement with parents and students all relevant information will be provided to the new setting, school, or college.

The Youth Support Service, local colleges and industries work with us to provide careers advice and guidance for students.



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Additional Information
What other support services are there who might help me and my family? (IRR)
<ul style="list-style-type: none">• The Cheshire East Information and Advisory Service offers free confidential support and information to children and young people with SEND, their parents and or their carers. They can be contacted via ceias@cheshireeast.gov.uk• The Cheshire East Parent Carer Forum is led by parents for parents and carers of children and young people aged 0-25 with additional support needs and disabilities in Cheshire East. They can be contacted via info@cepcf.org• Independent provider of special education advice - (IPSEA) is a registered charity which offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). They can be contacted via https://www.ipsea.org.uk/contact-ipsea• CONTACT - They support families with guidance and information and bring families together to support each other. They can be contacted via https://contact.org.uk/
When was the above information updated, and when will it be reviewed?
Updated: 4th November 2023 Next Review Date: September 2024
Where can I find the Cheshire East Local Offer? (IRR)
The Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer
What can I do if I am not happy with a decision or what is happening? (IRR)
As a school we encourage parents to address any worries or concerns promptly, initially with the Form Tutor, and then if they are unable to help, with a senior member or the SENDCo. 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, you are still unhappy with any aspect of the school's performance our complaints procedure can be found on our website.