



Middlewich High School - Our Local Offer for SEND 2025-2026





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Name of Setting	Middlewich High School
Type of Setting (tick all that apply)	☒ Mainstream ☒ Resourced Provision ☐ Special ☐ Early Years ☐ Primary ☒ Secondary ☐ Post-16 ☐ Post-18 ☐ Maintained ☐ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	11-16
Number of places	PAN (mainstream places) - 710 ASC Resource Provision - 15 places
Which types of special educational need do you cater for?	Middlewich High School is an inclusive, mainstream setting that caters for students with a wide range of additional needs who are able to demonstrate the capacity to a mainstream curriculum and physical environment alongside their peers. We have a Resource Provision for students with Autistic spectrum Conditions (ASC). The ASC Resource Provision is an integral part of the mainstream environment, with students accessing learning alongside their peers in the classroom with an additional level of support and intervention

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).

Identification
How will you know if my student or young person needs extra help? (IRR)
How do you identify children or young people with SEND? (IRR) Positive long term outcomes for students are promoted through the early identification of additional needs. All staff have access to a 'First Concerns' referral , whereby concerns can be highlighted to the Enhanced Provision Team. Where concerns are raised, parents will be contacted to advise of



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Identification

concerns and to discuss further.

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

- Individual students
- Parents
- Form tutors
- Subject Teachers
- Achievement Leads
- Education Support Workers
- External professionals

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

After identification, what would your setting's first steps be?

Following identification of need Middlewich High School makes use of the Cheshire East Inclusion Toolkit (updated September 2024) 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
- A detailed student profile will be drawn up, detailing barriers to learning, necessary 'ordinarily available inclusive practice' in the classroom as advised in the Cheshire East Inclusion Toolkit, external interventions (where necessary), school based interventions (where necessary) and student voice
- 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?

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

If you have concerns about any aspect of your child's education the first port of call should be your child's form tutor. A student's form tutor, if appropriate, may then seek the advice of the school SENDCo.



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Identification

Important contact details:

LCollins@mhs.school - Leanne Collins - SENDCo

NCottrell@mhs.school - 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>

Teaching, Learning and Support

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

- *How will you support children and young people with SEND with or without an EHC plan? (IRR)*

Where students have an identified additional need, all staff working alongside students have access to a detailed student profile. The student profile provides information on barriers to learning, advice on inclusive classroom support, and details any external agencies and additional interventions that are required to overcome barriers to learning.

Following the guidance laid out within the SEND Code of Practice(2015), 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 Inclusion Toolkit and the Schools 'Inclusive Teaching and Learning Playbook.'. Both documents advise on practical 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.

- *How and when will I be involved in planning my child or young person's education? (IRR)*

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.



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Teaching, Learning and Support

- *What additional learning support is available? (IRR)*

Additional adult classroom support may include:

- 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

- *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?*

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

- *What external teaching and learning do you offer? (e.g. outreach)*

Middlewich High School has access to a range of external agencies such as:

- Educational Psychology Team



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Teaching, Learning and Support

- Cheshire East Autism Team
- Paediatric Speech and Language Therapy Team

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

- *What is your approach to differentiation?*
- *How will that help my child or young person?*

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 implementing ordinarily available inclusive practice. All Teaching staff have access to the school 'Inclusive Teaching and Learning Playbook', which details specific, concrete and actionable core techniques which are effective in driving student learning and engagement. All Teachers have access to student profiles, which detail the high quality teaching strategies advised by the Cheshire East Inclusion Toolkit, and they make every endeavor to meet individual needs using the reasonable adjustments made available to them. We aim to encourage independence in all students and this is promoted by ensuring that independent work tasks are scaffolded to ensure access and to build on the strengths of the students. All additional provision for students with SEND is overseen by the 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.

- *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)*

Where students are identified with complex needs, following assessment, adjustments to the curriculum may be deemed necessary. The Enhanced Provision Team has access to a number of resources and intervention packages to promote access to the curriculum where this is necessary. This forms the Enhanced Provision Intervention Curriculum.

- *Who will oversee and plan the education programme?*



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Teaching, Learning and Support

Where students are identified with complex needs, The SENDCo and Deputy SENDCo's will liaise with classroom Teachers and Learning Practitioners to implement interventions that are necessary to overcome barriers to learning. This will be overseen by the Deputy SENDCo as part of a student's student profile.

- *What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?*

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. Allocation of Access Arrangements is dependent upon a Teacher's observation of need within the classroom, alongside diagnosis and performance during exam conditions. Access Arrangement applications can be made where there is an observable, significant and persistent level of need which has been evidenced. In order to formally implement Access Arrangements they will need to be evidenced as a student's 'normal way of working.'

- *Where can I find information on the courses, qualifications and subjects that are available within the setting or college?*

Information relating to the school curriculum can be found on the school's website: <https://mhs.school/6200-2/>

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

- *How is your budget for SEND allocated and managed?*

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 - **Element 1 - Schools delegated funding.**

In addition to AWPU, each school's delegated budget includes a notional SEN allocation known as 'low cost high incidence' (LCHI) funding - **Element 2.** 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

- *How would you secure additional funding for a pupil?*

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) - **Element 3**

Applications for EHCP can be made where students meet a threshold of need as stated within the 'Cheshire East Toolkit for Inclusion', and where the



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Teaching, Learning and Support

provisions required to meet a students need exceed those which can be accommodated within an element 2 budget. This can be discussed with the SENDCo and Deputy SENDCos.

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?

- *Describe the decision making process.*

The Type and level of support implemented for an individual student is determined by the Code of Practice level, i.e. send support, complex, first concern. The SENDCo decides upon the Code of Practice level based on student presentation, information provided by classroom Teacher, formal assessment of need, information from external agencies and information provided by previous settings.

For students with an EHCP, the level of support allocated to a student is advised by the SENDCo and decided upon by a Local Authority. 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 students 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
- Laptops
- Physiotherapy equipment
- Disabled toilet facilities

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)*



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Teaching, Learning and Support

- *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)*
 - 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 Edulink
 - 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 an EHCP, 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.

- Parents are invited to join a range of parental engagement evenings that aim to support parents to support children 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)*
- Form Tutors are the first contact for any concerns that may arise within the school day. Each year group also has an Achievement Lead and Education Support Worker who may also be contacted with concerns.

The Enhanced Provision Team allocates Keyworkers for students with an EHCP. Keyworkers keep in regular contact with families via email and they can be contacted with any concerns. The Deputy SENDCo's have responsibilities within year groups and can also be contacted directly to offer support.

How does the school consult with and involve students 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)*

Every effort is made to embed student voice into the policies and processes within the Enhanced Provision Team. Students identified with an additional need have access to a half termly mentoring conversation, with a key member of staff from the Enhanced Provision Team, which seeks student thoughts and feelings



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Teaching, Learning and Support

via a scaled mentoring intervention.

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.

How does the school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for students 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?*

The progress of students with additional needs is tracked and monitored at termly assessment points by their subject Teachers in the first instance.

The SENDCo works alongside the SEND team to track and monitor individual student progress to ensure that Teaching staff implement the necessary 'ordinarily available inclusive practice' within the classroom, and access arrangements necessary to support students to overcome a range of barriers to learning. There is liaison between SENDCo, Achievement Leads, Teachers, parents, and students to make sure the right support is in place to secure student progress.

How will you involve children and young people in this process?

Student profiles, for students with an additional need, are reviewed termly at each assessment point by the SENDCo, Learning Practitioners, and students. Student's views are sought as part of the Enhanced Provision Scaled mentoring programme.

Keeping Students Safe and Supporting Their Wellbeing

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

- *What handover arrangements are offered at the start and end of the school day?*

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.

Where students have a complex need and require an additional level of supervision, or support in coming into school, arrangements can be made for students to meet key members of staff in Reception.

Students with complex needs and additional vulnerability may engage in a 'check-in/check-out' intervention with key members of staff from the Enhanced Provision Team. This allows for a structured wellbeing discussion during form period.

Learning Practitioners support school bus duty and support students to get into their taxis in the school car park

- *What support is offered during breaks and lunchtimes?*



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Keeping Students Safe and Supporting Their Wellbeing

During unstructured times Teaching staff have duties in each designated year group area. Where additional need/vulnerability is identified, 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

- *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?*

Student safety is paramount and students are expected to remain in their classroom wherever possible.

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 in collaboration with parents/carers, students and external agencies. This is 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.

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?

- *What pastoral arrangements are in place to listen to pupils/students with SEND?*

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 Personal Development curriculum. 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.

- *What measures are in place to prevent bullying?*
- *Where can I find details of policies on bullying?*

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



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Keeping Students Safe and Supporting Their Wellbeing

found on the school website. In addition to tutor time and our Personal Development, 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.

- *How do you help children and young people to make friends?*
- *Is a mentor or buddy scheme available for my child or young person?*
- *Do you offer sibling support?*

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?

- *How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?*
- *How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*

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.



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Keeping Students Safe and Supporting Their Wellbeing

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 result in a medical emergency, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency.

- *How does the setting/school/college support young people who have to take time off for medical appointments?*

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

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

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). Middlewich High School also has access to a SWANS (Counselling service). Referrals for support through SWANS can be made by Achievement Leads, Education Support Workers, SENDCo, Teachers working alongside students via the Designated Safeguarding Lead. The school is also supported by The Mental Health Support Team

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



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Keeping Students Safe and Supporting Their Wellbeing

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.

Within our behaviour policy there is a clear and consistent process for rewards and sanctions using restorative behaviour 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 Inclusion Team, who will work with students and their families to address the issues causing issues with attendance.

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 and Education Support Worker, 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, ensuring 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 Senior Leadership Team, oversee the running of the school, ensuring that all elements of a student's education are in place.



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Working Together & Roles

The SENDCo has overall responsibility for the strategic provision, planning and monitoring of progress for students with additional needs. The SENDCo and Deputy SENDCos 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 10 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 the students information on each Teachers register, the SEND register, and Edulink

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 access to professional reports relating to an individual students diagnosis, via edulink

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 Enhanced Provision 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?

- The SENDCo holds the National Award for SEN Coordination
- The SENDCo holds a Masters Degree in Psychology and has 25 years experience in working alongside students with complex needs
- A Deputy SENDCo holds QTS and is undertaking NPQ SEND
- 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
- There are 2 MELSA trained Learning practitioners
- A Learning Practitioner is a qualified Access Arrangements Assessor



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Working Together & Roles

- 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.
- All Learning Practitioners have membership to NASEN and access whole school SEND training programmes and Webinars

Which other services do you access to provide for and support students and students with SEND (including health, therapy and social care services)?

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, 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)

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?

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 person overseeing their provision who will complete scaled mentoring with students where required and update student profiles to detail student voice.. Student voice is 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?

All students on the SEND register have a Lead Professional. Students with an EHCP have access to 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



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Working Together & Roles

Support Worker.

- *Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?*

The enhanced Provision Team is available to support requests for information from external agencies or to support parents with form applications for external sources of support. Parents and students can also access support at key transition times, for example, key stage pathways choices and post-16 college applications.

- *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?*

The school holds a range of Parental Engagement Group (PEG) sessions throughout the academic year. Sessions cover issues relating to the school academic and personal development curriculum. Parents are made aware of PEG events via the schools website, Facebook page and direct emails.



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Inclusion & Accessibility

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

- *What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?*

All students have access to the extra-curricular activities of the school, including residential visits. Extra-curricular activities may be supported by a Learning Practitioner following requests and discussion. Where parents have concerns around access to activities a care planning meeting can be held in order to jointly plan for positive inclusive experience.

- *Do you offer holiday and/or before and after school/college provision?*

The school has a breakfast club which is open from 8am each morning. This provision is free of charge and is supported by Learning Practitioners working within the Enhanced Provision Team

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Yes - The school is all arranged on ground floor level. Where there are small steps to different areas, a ramp is also available. There is a small stepped area in the Main Reception which has a small lift



Are disabled changing and toilet facilities available?

Details (if required)

Yes - the school has disabled toilet facilities. There is also a large disabled toilet which has physiotherapy beds for personal care



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

Details (if required)

Yes - there are disabled parking spaces in both the school car park and Leisure Centre car park

- *Where can I find the setting's Accessibility Plan?*

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



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Inclusion & Accessibility

- *How are SEND students supported to access those facilities available to all students?*

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

- *Have there been improvements in the auditory and visual environment?*

A number of physical adjustments have been made to the landscape of the school including tactile paving and safety railings around ramped areas

- *Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?*

The school makes every endeavour to provide additional levels of communication support for students and parents where this is requested. The school does not currently have staff who hold BSL qualifications

- *Is any specialist IT software or equipment available and used within the setting*

Students with additional, complex needs may be provided with a laptop to support their learning within the classroom, and for assessment purposes. Students have access to software to support their learning, where necessary, such as Lexia, IDL and touch typing tuition.



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Transition
Who should I contact about my student/young person joining your school? Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – <i>as specified in the latest Code of Practice</i>) 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 an additional need 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 Do you offer Open Days? We hold an annual Open Evening and Open Morning which is advertised on the school website and the schools social media accounts.. Parents are also welcome to visit the school by prior arrangement. Parents of students with an additional need 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 students or young people 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) - What preparation will there be before my child or young person joins you? Middlewich High School works closely with primary settings in order to provide classroom teachers with a detailed understanding of need and established strategies to overcome barriers to learning. Students with additional needs 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. - How will he or she be prepared to move onto the next stage? Extensive support is given to students during Year 11 to ensure their transition to college, or other Post-16 provision. 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. - What work experience opportunities do you offer? Students are provided with an opportunity to engage with Work Experience during year 10. Students are supported by parents and teachers to consider appropriate placements and to prepare effectively for the period of time where they are out of school



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Transition

- *Do you teach life skills and/or independent travel training?*

All students access a Personal Development curriculum which has been developed in-line with Department for Education guidance

Additional Information

What other support services are there who might help me and my family?

- 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: September 2025

Next Review Date: September 2026

Where can I find the Cheshire East Local Offer?

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?



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Additional Information

As a school we encourage parents to address any worries or concerns promptly, initially with the Form Tutor. An appointment may also be made with 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.