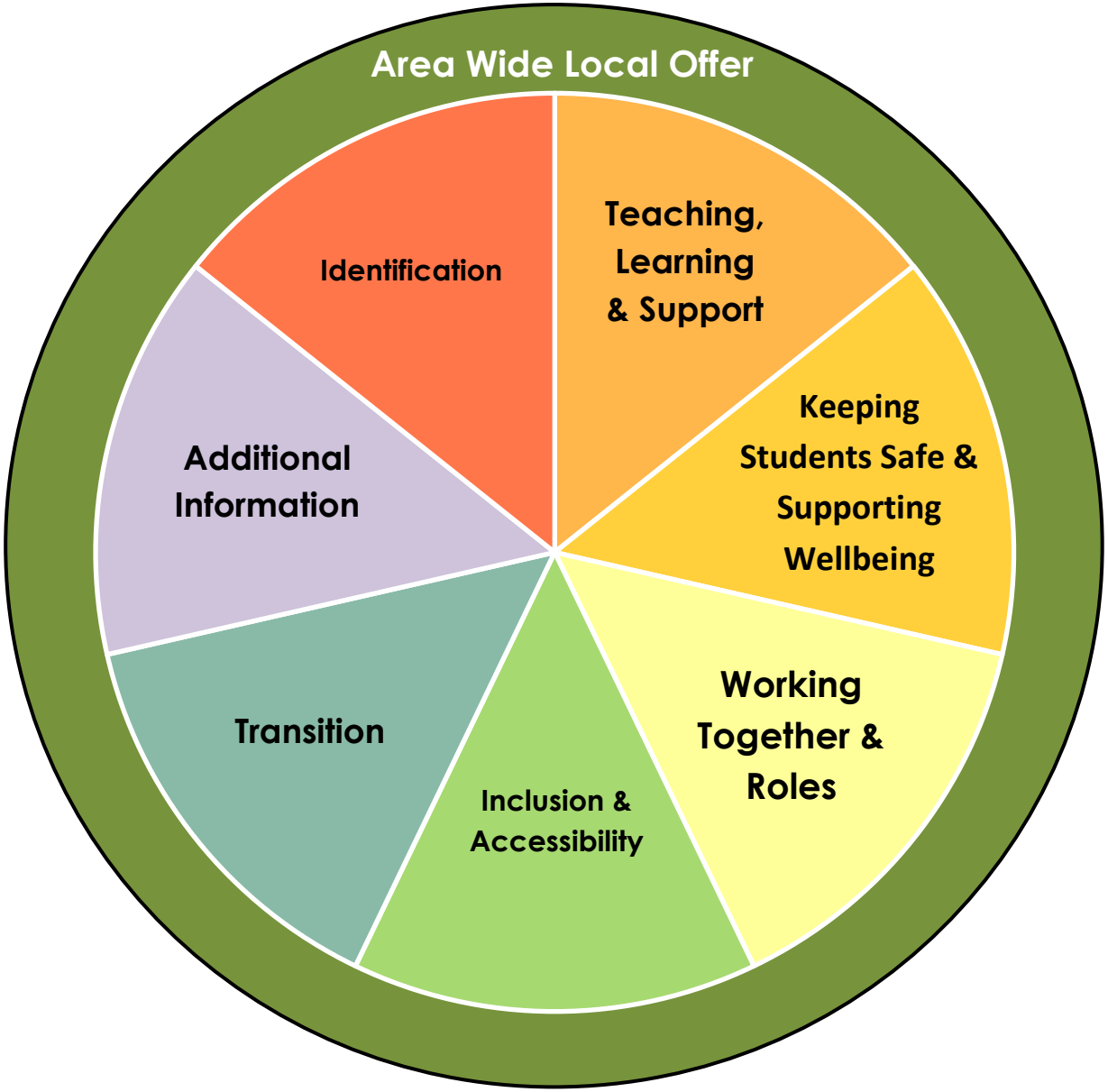
# Our Local Offer for Special Educational Needs and/or Disability – GB approved on 30.09.26

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

An Achieving School
A Caring Community
knowledge rich · kind · respectful
ambitious · successful · inclusive

Cheshire East Council

# Our Local Offer for Special Educational Needs and/or Disability – GB approved on 30.09.26

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|---|---|
| **Name of Setting** | Alsager School |
| **Type of Setting** *(tick all that apply)* | ☑ Mainstream ☐ Resourced Provision ☐ Special<br>☐ Early Years ☐ Primary ☑ Secondary ☑ Post-16 ☐ Post-18<br>☐ Maintained ☑ Academy ☐ Free School<br>☐ Independent/Non-Maintained/Private ☐ Other (Please Specify) |
| **Specific Age range** | 11-18 |
| **Number of places** | 1575 |
| **Which types of special educational need do you cater for?** | Y We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.<br>☐ We are an inclusive setting that offers a specialism/specialisms in |

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 from the Parent/Carer's Point of View:

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### Identification

**How will you know if my child or young person needs extra help?**

At Alsager School, all class teachers are trained to identify and support children who may have special educational needs. They pay close attention to any pupil who isn't making the expected progress in their learning or social development. This might include things like slower processing speeds, difficulties with reading, trouble concentrating, or challenges in social situations.

As a first step, teachers use the Cheshire East guidance to provide what's known as Ordinarily Available Inclusive Provision (OAIP). This means high-quality teaching that takes into account the fact that some children may need additional support within the classroom setting. Pastoral teams, including your child's form tutor or Head of college may also offer advice and support strategies.

Sometimes, a child may fall behind simply because of a short absence or a tricky transition period. In these cases, teachers will first try to fill any gaps in learning. Often, once these are addressed, pupils catch up quickly. However, if your child continues to struggle, their teacher may speak to our Learning Support team and will be in touch with you to explore whether your child may require SEN support.

The Learning Support team may observe your child in class and during unstructured times and talk to their teachers to better understand any concerns about their progress or behaviour. They also compare your child's development to that of their peers, using national data where appropriate. We strongly believe in working in partnership with families.

A member of the SEND team will speak with you and your child to hear your views. If needed, we may also ask for advice from external professionals such as speech and language therapists, the Cheshire East autism team, educational psychologists, or community paediatricians. After gathering all the relevant information, our SENDCO and learning support team will decide whether your child needs SEN support. If so, your child's name will be added to our SEN register, and we will work closely with you to create a SEN pupil overview. This will help all staff working with your child understand their needs and how best to support them.

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

If you have concerns that your child might have an additional educational need, it would be advisable to speak to your child's form teacher or Head of College first. You can contact the form teacher / head of college directly, this is the initial of the member of staff, a full stop and then the surname of the teacher followed by the school email address so for example a teacher called Joanne Bloggs would have the email address j.bloggs@alsagerschool.org, if you are not sure contact admin@alsagerschool.org with a clear message

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## Identification

with who you would like the email to go to. Alternatively you can contact the learning support team directly by emailing senco@alsagerschool.org.

Best advice is to contact one person to begin with to get the fastest response. Once the concern has been discussed and information gathered, the Head of College will discuss the concern with a member of the learning support department. At this point, if required we will arrange a time to discuss your concerns in more detail to develop a better understanding of your child's strengths and difficulties in school.

Together we will agree on the outcomes you seek for your child and agree on the next steps that we will take. This could include monitoring, the school undertaking further assessments/observations to fully understand any underlying educational needs or additional advice to teachers who teach your child.

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

Please visit the Alsager School website (**https://www.alsagerschool.org**) the website provides you with all the relevant school policies and documents relating to the provisions offered to our pupils.

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## Teaching, Learning and Support

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

Alsager School teaches pupils with SEND in accordance with the Cheshire East area wide offer (see Cheshire East Website) We are an inclusive environment and aim to provide a learning environment, which will meet a wide range of different needs in a mainstream setting.

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching and OAIP is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We are committed to ensuring that all pupils can access a broad and challenging curriculum.

Our approach combines high accessibility with high expectations, so that every child has the opportunity to succeed.

Parents are invited to meet with the a member of the learning support department as appropriate to discuss provision and impact.

Additional adults and key staff are deployed flexibly across the school. They may work within a class to support individual pupils or small groups, lead targeted interventions, or provide support during playtimes and lunchtimes. Our overarching aim is to promote and develop pupils' independence throughout all areas of learning and across the school day.

Forest School is an additional provision provided in the school and offers support to pupils at the discretion of the school SENCO.

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

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## Teaching, Learning and Support

At our school, inclusion is at the heart of everything we do. We follow the national curriculum but adapt lessons, resources, and the learning environment so that every child can access their learning at the right level for them. Sometimes this means personalising activities or making changes to the classroom or wider school environment to meet specific needs. We use an approach called *Ordinarily Available Inclusive Practice (OAIP)*, which means we plan and teach with the understanding that some children may need extra support. This could include small changes within lessons or, when needed, specialist equipment and adaptations.

We work closely with a range of specialist services to make sure every child receives the support they need. These include the Cheshire East Autism Team (CEAT), Educational Psychologists, CAMHS, Speech and Language Therapists (SALT), the sensory processing occupational therapy service (SPOTSS) and other professionals who can help us adapt the curriculum and learning environment to meet each pupil's needs.

The school's learning support department oversees all support plans to ensure they are well matched to individual children.

When it comes to exams, pupils may be given reasonable adjustments in line with JCQ regulations.  based on assessments or their individual needs, so that they have a fair opportunity to succeed.

Details of our full curriculum, including courses, qualifications, and subjects, can be found on our school website: Alsager School Curriculum

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

At Alsager school, we regularly review the support in place for children with additional needs to make sure it matches their individual requirements. This can include specialist equipment, extra adult support, or input from outside professionals. Support is always tailored to each child, and for pupils with more complex needs, this may also mean having access to a key adult at different times during the school day. If we feel that a child would benefit from extra funding or more specialist support, we will always discuss this with parents during review meetings. With your agreement, we will then work together to apply to the local authority for additional guidance, resources, or funding.

**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?**

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## Teaching, Learning and Support

When a child is identified as needing significant additional support, we invite parents to meet with a member of the Alsager team. Together, we will agree on the key outcomes we would like to see for your child and create a plan to help achieve them. Your child will also be involved in this process, and their views will be listened to and included in any decisions. Our staff have a wide range of experience in supporting pupils with different needs, and we will use this expertise to suggest what may work best. If there are differing views, we may also seek further advice from specialists at the Local Authority to make sure the right support is put in place

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

If a child needs specialist equipment or facilities, we will provide these from the school budget wherever possible - for example, a laptop or a scribe to support exams. If something is required that the school does not already have, we will work closely with parents, the pupil, and specialist professionals (such as the sensory support team or an occupational therapist) to identify the right equipment or support. In some cases, this may be funded by the school, or it may become part of a pupil's Education, Health and Care Plan (EHCP). Some specialist equipment can be borrowed from external agencies, and we are also able to share resources across our school partnership to ensure pupils get what they need.

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

We carefully monitor every pupil's progress throughout the year, with classroom teachers playing a key role in tracking learning. Parents receive formal reports twice a year. Pupils with an Education, Health and Care Plan (EHCP) also have three opportunities to meet with the SEND team each year, including a formal annual review. If you ever have concerns about your child's progress or wellbeing in between these times, we encourage you to contact their form/class teacher, Head of College, or a member of the SEND team.

To help keep parents updated, we use the Talaxy app, which provides information on behaviour, attendance, and lessons. Details about how to use Talaxy are shared during induction, and the Parent Portal can also be accessed here: Alsager School Parent Portal.

We aim to keep communication open and easy. You can contact us through phone calls, your child's school planner, or by email. Email is usually the quickest and most efficient way to get in touch. If you experience any difficulties with communication, please let our admin team know so we can find the best way to stay connected — including options such as video calls.

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## Teaching, Learning and Support

In addition, the school holds regular Tea, Talk and Toast mornings, where parents are warmly invited to meet with members of the SEND team, the pastoral team, and senior leadership. These informal sessions are a great opportunity to ask questions, share ideas, or simply chat about how things are going.

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

We encourage the active participation of pupils in all aspects of their learning. We have regular student voice drop-in sessions and student panels. The Alsager School Pupil Drop held fortnightly, and "vox-pops" (pop up Q&As) are where student's thoughts and opinions are captured. We also take into account student voice and use student panels as part of our recruitment processes.
We will speak to pupils about their learning and how they learn best and use this information to co-produce the pupil's overview. We ensure that pupil's voice is collected at each annual review, and this is used to inform and shape future support and provision. Pupils are encouraged to share their thoughts and ideas with learning support assistants. Student voice is captured during faculty reviews and learning walks.

**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?**

The headteacher and the SENCO review the provision and effectiveness of our SEND offer on a regular basis and adapt the provision we offer as required. We plan for pupils needs using a costed provision map.

We monitor the success of our interventions or support programmes on a regular basis. In our interventions we will assess pupils before they begin interventions, that way we can see the progress of any interventions that are made.

The SEN governor maintains an overview of the school's provision through meetings with the school's SENCO and the SENCO will give annual reports to the Governing Body.

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## Keeping Students Safe and Supporting Their Wellbeing

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

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## Keeping Students Safe and Supporting Their Wellbeing

We follow the school's Safeguarding Policy, which is available to view on our website: Child Protection and Safeguarding Policy.

In addition, the school regularly publishes a safeguarding newsletter highlighting the most relevant and up-to-date information. This can also be accessed via the school website.

During break and lunch times, as well as at the start and end of the school day, there are always several members of staff on duty to help ensure pupils feel safe and supported. Pupils who find unstructured times overwhelming can also visit the TLC or SWR, these are staffed spaces where they can eat, chat, play games, or check in with supportive staff. Depending on individual needs, some pupils may also receive a morning "meet and greet" with a member of the SEND team to help them start the day positively.

For pupils who require them, individual risk assessments are created to support safety and wellbeing, and these are always shared with parents. Some pupils may also have a Personal Emergency Evacuation Plan (PEEP), which ensures they know exactly what to do during fire drills or other emergencies.

When pupils take part in school trips or educational visits, a full risk assessment is always carried out. If additional support is needed to keep a child safe and comfortable, we will create an individual risk assessment and share this with parents and staff. This may sometimes involve providing extra staff support or making small changes to the trip. All trips leaving the school site include staff who are trained in first aid

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

Our school is a nurturing and caring community where every child's wellbeing matters. We are proud to be an Acseed-accredited school, which recognises our commitment to promoting emotional wellbeing. You can find out more about this accreditation here: Acseed.

We regularly listen to pupils through pupil voice sessions and talk to pupils with additional needs regularly as we review their support. Our pastoral system is based on four houses — Royce, Dod, Lovell, and Moreton — which span Years 7–11. Each house has a pastoral lead

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## Keeping Students Safe and Supporting Their Wellbeing

supported by a dedicated team of staff. In addition, the school has a mental health lead and several members of staff trained in mental health first aid. We have two members of staff that are ELSA (emotional literacy support assistant) trained.

Pupils with SEND may sometimes benefit from extra support through our TLC base. This is a safe and supportive space where pupils can access help with friendships, social skills, and a range of tailored interventions depending on their needs.

Bullying is never tolerated at our school. We follow a clear Anti-Bullying Policy, which can be found on our website. We are also proud to hold the Anti-Bullying Alliance Silver Award, recognising our proactive work to prevent and respond to bullying. More information is available here: Anti-Bullying Alliance

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

The school policy on administering medication can be found on the school website under the 'Medical Conditions Policy.' Parents/carers are welcome to bring medication into the school, and this will be administered with the help of the administration team, a form will need to be filled in by parents for specific medication. When medication needs to be given at certain times this is possible, however will be the pupils responsibility to go to the student reception.

We offer regular training for members of staff for First Aid, the use of EPI-pens and the use of defibrillators. Simple first aid kits are available in all classrooms and there are many first aid trained members of staff in the school. Such teachers have a green first aid badge on their staff lanyard ID badge. There is regular additional training offered by an experienced and certified first aid practitioner in the school if there are any additional needs that may not be covered in normal first aid courses.

First Aid practitioners are always available whenever deemed necessary, this is the case with any trips out of the school and during physical or practical lessons too.

If pupils may need additional care that a Personal Care Plan might be put into place, this will be done with the cooperation of parents and medical professionals, the pupil's needs will also be taken into consideration.

Please note that if a child has a medical appointment that the school is informed, this way we can place an M on the register and will allow us to understand the pupil's attendance.

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## Keeping Students Safe and Supporting Their Wellbeing

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

Our school ethos is to build a caring community and therefore wellbeing is very important.

Our TLC room runs targeted interventions to help pupils with their emotional health and with their relationships with their peers. We also offer additional help and support such as Forest School to contribute towards helping emotional and social development.

We have a strong PSHCE curriculum, the lessons are called SPIRIT and run each week on a Monday morning, there are also additional SPIRIT sessions that take place during form time. We have 3 days per year called SPIRIT week where pupils are taken off timetable and encouraged to develop their interests.

All pupils are allocated a form teacher(s) who will usually be the first stop for pastoral support. The class teacher for each lesson will have the overall responsibility for the pupils in their class. Some pupils with SEN might require some additional support, when this is the case an additional level of support may be provided under the direction of the school's SEN team.

When pupils need additional help to fulfil their social, emotional and mental health needs there are several interventions that we put into place such as ELSA, social stories, lego club, time out passes, self-regulation cards, forest school amongst other things. We also have a school councillor.

We have a good working relationship with many external agencies that might be required depending on a pupil's need or requirements, agencies we often work with include; Vysion, CAMHS, Cheshire East Autism Team and an Educational Psychologist.

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

The school adopts an invitational policy, as a result we develop a positive approach for supporting and rewarding good behaviour.

The behaviour policy for the school can be found on the school's website.

We understand that challenging behaviour is not an educational need per se, however we understand that some pupils' behaviour might require additional support as a result of an educational need. Parents are involved with behaviour plans that are put into place to

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## Keeping Students Safe and Supporting Their Wellbeing

support pupils. This might be a pupil overview which informs teachers of a pupil's specific need and its manifestations or a more detailed support plan.

Our behaviour policy operates a step process before excluding a pupil, throughout this process parents/carers and pupils are welcome to participate in a plan to provide additional support, the step process tries to be a positive process where pupils are rewarded for improvement and given the support that they need to have the best chance of succeeding.

Attendance is monitored throughout the day by our attendance administrator. The attendance of pupils with SEND are also monitored on a weekly basis. Pupils with consistent non-attendance may be supported along with their families to increase attendance. Pupils will excellent attendance are rewarded with certificates and pin badges on a termly and yearly basis. The school also has a family liaison officer (FLO) who can provide additional support for pupils who may struggle to attend school.

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## Working Together & Roles

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

**The role of the class teacher includes;**

- To deliver teaching and adapt it to the learning needs of pupils, this is in line with Ordinarily Available Inclusive Provision (OAIP) strategies outlined by the Cheshire East toolkit.
- To check the process of pupils in class throughout the year and to identify any additional support a pupil might need, this may include through discussion with the SENCO.
- Listen to the specialist advice from external agencies and act accordingly and to listen to the advice that might have been given to them to aide with learning.
- To be the first point of contact with parents on a subject specific issue.

**The role of the form teacher includes;**

- Have an overall responsibility for the pastoral and behavioural support in school.

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

- The Head Teacher
- The SEN Governor
- The SENCO and SEN team
- Form Teacher
- Learning Support Assistant
- Outside agencies may also play a role in a young person's time at school, they may include an Educational Psychologist.

**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?**

Every pupil with special educational needs has a Pupil Overview, which provides key information such as their strengths, likes and dislikes, main areas of need, and strategies teachers can use to support them effectively. When updates are needed, these are shared with staff so that support remains consistent. Parents and carers are invited to contribute to this process, and pupils are always consulted about any changes. Their views are included before the updated overview is shared with staff.

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

Our school has a wide range of expertise to support pupils with SEND.

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## Working Together & Roles

This includes:

- A SENCO with extensive experience of working with children and young people with additional needs.
- An Assistant SENCO who also holds additional qualifications in Forest Schools.
- Two Higher Level Teaching Assistants (HLTAs).
- Staff trained as ELSA (Emotional Literacy Support Assistants)
- MELSA ( trained member of staff)
- Teachers who are all fully qualified and receive regular training in areas such as dyslexia, autism, ADHD, trauma-informed practice, and speech and language.
- Teaching Assistants who stay up to date with the latest approaches and share their learning with the wider team through training and meetings.
- A Family Liaison Officer who supports the connection between school and families, acting as a point of contact for parents and carers who need advice, guidance, or support regarding their child's education, behaviour, attendance, and emotional wellbeing.
- A school counsellor

Together, this breadth of knowledge and training helps us ensure pupils with SEND are well supported, both in their learning and in their overall wellbeing.

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

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## Working Together & Roles

We have regular sessions from our educational psychologist which can be used for training, consultation, reports which we prioritise on a needs basis.

• Cheshire East Autism Team consultation meetings are held half-termly.

• Support and advice is sought and implemented from external agencies to ensure any barriers to success are identified and responded to.

These include the:

• Educational Psychologist

• Cheshire East Autism Team

• CAMHS

• School Nurse

• Medical services such as the Community Paediatrician, the Continence Service, Occupational Health and Physiotherapy.

• Speech and Language Therapy Team

Sensory Processing occupational Therapy Service

• Medical Needs Team.

• Social Care

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## Working Together & Roles

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

The first point of call should be the Form Teacher. To email them this would be their first initial, followed by a dot and then their second name, this is followed by @alsagerschool.org. Therefore, if the teacher was Joanne Bloggs the email address would be **j.bloggs@alsagerschool.org**. If you are unsure you can instead use **admin@alsagerschool.org** and the administration team will ensure that the email gets to the right place.

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

Our school SENCO is Ruth Walker, and she can be contacted at senco@alsagerschool.org. While Mrs Walker oversees SEND provision, emails to this address may also be answered by another member of our SEND team. This helps us make sure you receive a timely response and the right support, as our whole team works closely together to support pupils and families.

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

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND and there are regular meetings between the SEND governor and SENCO, to ensure that all pupils including those with a special need or who are looked after make progress.

- The SEND governor is David Dunne
- The Looked After Child governor is Anna Weaver as part of her Safeguarding responsibilities

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

Pupil voice is a very important and valuable aspect of the school. We have regular Student Voice conversations with pupils across the school. We have student voice drop -ins and "vox-pops" where pupils can volunteer their ideas about how the school could be run. There is an additional level of pupil voice which is specifically for SEN pupils.

For pupils with EHCPs we record their thoughts and opinions about how they are doing and this is recorded as part of their annual review. Pupils are invited to annual review meetings so they can share their thoughts and opinions. All learners that the SEN department oversees are asked about their aspirations and hobbies and what they would like to be included in their pupil passport/profiles.

Some pupils have meet and greets with members of staff in TLC in the mornings and for some pupils throughout the day. The thoughts and views are listened to and taken into consideration.

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

We encourage parents to participate in a number of different ways. This includes;

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## Working Together & Roles

- Parents in Partnership Meetings
- Regular parent voice.
- Talk and Toast in the mornings are offered (this is sometimes specifically for SEN parents)

• Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.

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

- The school, led by the SENCO provides support to parents as required. If a parent wishes to talk to the a member of the SEND team then an appointment can be made by **senco@alsagerschool.org**
- The school has a family liaison officer who can offer support to families

. • The school signposts organisations, such as CEIAS and will signpost the LA Local offer as an information point for information and guidance.

• If appropriate a EHA will be initiated to help support child and family

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## Inclusion & Accessibility

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

At Alsager School, we want every child to feel fully included in all areas of school life - both in the classroom and beyond. We know that some pupils may need a little extra support to take part in activities such as trips, residentials, or other events, and we will always make reasonable adjustments to make this possible.

All trips and activities are carefully risk assessed by the Headteacher and staff, with the needs of pupils with SEND considered at every stage. Where extra support is needed, we will let parents know and may provide additional adults, such as Learning Support Assistants, to help make sure each child can join in safely and confidently.

On the rare occasion that an activity cannot be adapted, we will make sure an alternative is put in place so that no pupil misses out.

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

Is the building fully wheelchair accessible? ☑

Details (if required) There is lift access to all multistorey areas of the school.

Are disabled changing and toilet facilities available? ☑

Details (if required) There are disabled toilet facilities throughout the school, however there is only one fully accessible toilet depending on the need of the pupil

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

Details (if required) There are pick up and drop off points towards the front entrance of the school

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

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## Inclusion & Accessibility

Details (if required)

There are a number of disabled car parking spaces towards the very front of the school building.

The school's accessibility plan can be found on the school's website, this is under the policy information. Access throughout the site will be aided by our pastoral team who will put a plan into place.

The visual environment has been improved to ensure that the edges of buildings and doors are clearly marked using white paint or reflective stickers, this is the same throughout the corridors.

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## Transition

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

When coming to the school, please refer to the admissions policy on our website. Please contact our administration team to enquire about joining our setting and they will put you through to the correct person, the email address for this is **admin@alsagerschool.org**

Information on the entry criteria for our 6th form can be found by contacting our 6th form team at the school, the entry requirements differs depending on the subject, again please contact the administration email **admin@alsaferschool.org** and they will put you through to the correct person.

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

Parents can arrange to visit the setting, we have a prospective Year 7 open morning which takes place usually on the last Saturday in September, this is well advertised on our school website. Parents can also arrange to have a tour around the school, those with an SEN need can arrange to have a tour around the school usually with one of our learning support assistants.

We also have a 6th form open evening which takes place usually in the first week in October, this gives information about the courses that are available, the entry requirements and the ethos of our 6th form.

**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)**

Transitions can be a challenging and sometimes anxiety-inducing time for both pupils and parents, and this can be heightened for those with SEND. At Alsager School, we aim to make every transition as smooth and supportive as possible.

Before starting at the school, pupils on the SEN register are invited to visit the school ahead of the main Year 7 transition day. Additional visits can be arranged for pupils who may feel particularly anxious. We also hold an SEN parental evening in the summer term before pupils start Year 7 to provide information and support on an SEN-specific basis.

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## Transition

We gather as much information as possible from primary schools and any existing documentation, ensuring that we understand each pupil's needs and can put support measures in place from day one. A member of our SEND team attends transition EHCP reviews for prospective Year 7 pupils to understand individual needs and advise on how our school can best support them.

During the first week of the new school year, Year 7 pupils are off timetable to receive guidance on how the school operates, safety information, emotional wellbeing coaching, and growth mindset activities. Safety guidance also covers walking to and from school. After the first month, a settling-in evening is held for parents to meet Year 7 tutors, the SEND team, and pastoral staff to discuss how pupils are settling and to review their first month at school.

For Year 11 pupils moving to the Sixth Form, a taster day is offered in the summer term after GCSE exams, allowing pupils to explore potential subjects and the Sixth Form environment.

From Year 9 onwards, pupils with an EHCP receive support and guidance from our careers advisor to help plan their next steps, ensuring that their choices align with their future pathways and aspirations.

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## Additional Information

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

For additional information about support services that may offer support to you and your family please see the Cheshire East local offer document, this can be found be visiting **https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local-offer.aspx**

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

This information was updated on 18th September 2026
This information will be reviewed on or before 19th September 2027

**Where can I find the Cheshire East Local Offer?**

As of 25th September 2025, the Cheshire East Local Offer can be found at **https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local-offer.aspx**

**What can I do if I am not happy with a decision or what is happening?**

If you are unhappy with the provision that the child is receiving, please contact the school sooner rather than later to ensure that any issues don't grow. Initially approach the form teacher, however, also feel free to contact the school SENCo on the **senco@alsagerschool.org** email address. If you are still unhappy, please speak to the school headteacher who can escalate your complaint, this can be done by contacting **admin@alsagerschool.org**. If you still do not believe that your query has been answered you can see the school's complaints policy on the school website. The complaints policy is for the Cornovii Trust as a whole and therefore the complaints policy is available on the trust's website, this can be accessed on the school's home page or by visiting **https://www.thecornoviitrust.org/legal-documents-and-policies** and selecting 'Complaints Policy.