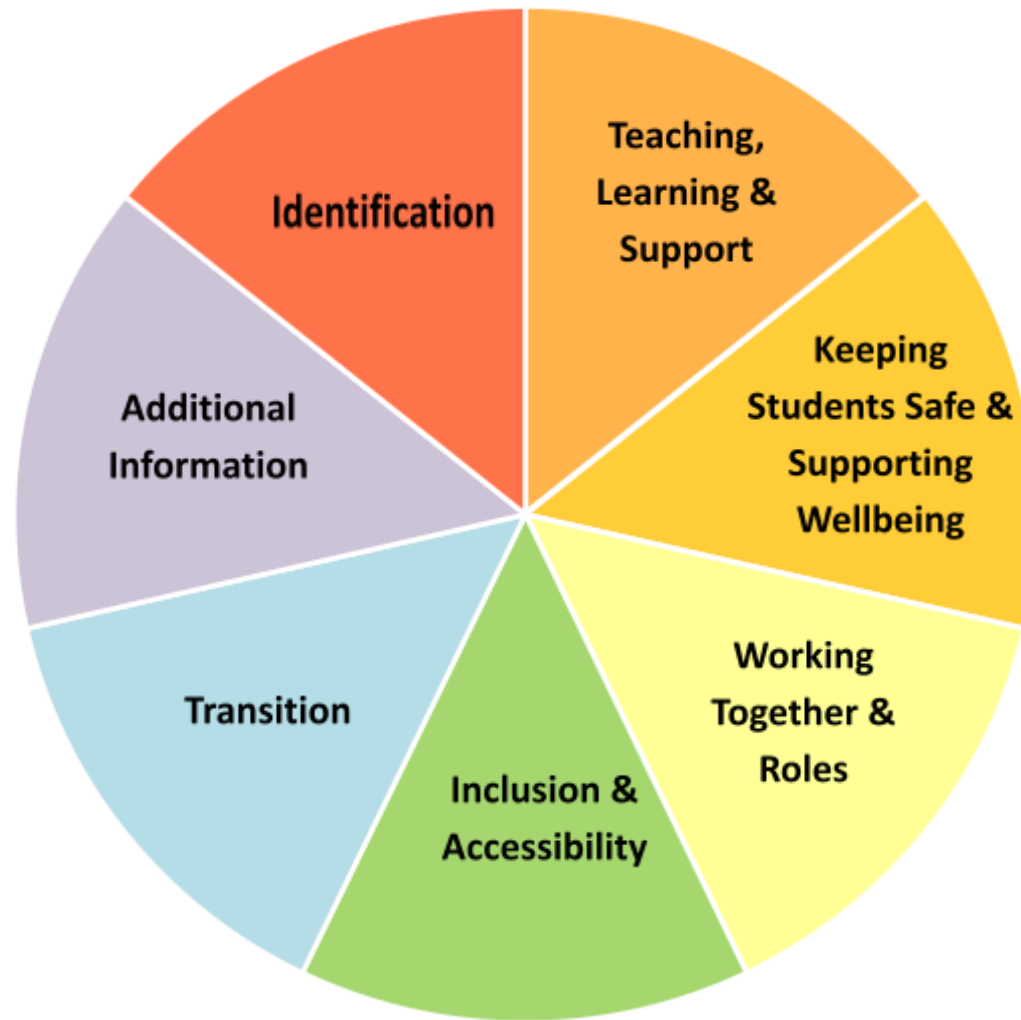


# Our Local Offer for Special Educational Needs and/or Disability



Please see the following page for information on this setting's age range and setting type



Nurture Inspire Flourish Believe



# Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----	
<b>Name of Setting</b>	Parkroyal Community School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 200px;" type="text"/>
<b>Specific Age range</b>	4 - 11
<b>Number of places</b>	60 per year group
<b>Which types of special educational need do you cater for? (IRR)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> 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.                 </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid #ccc; height: 150px; margin-top: 10px;"></div>

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

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



## Our Local Offer for Special Educational Needs and/or Disability

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

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

#### Identification

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

Children with SEND are identified as early as possible within our school through discussion with class teachers, teaching assistants (where appropriate), parents and the SENCo. Initial concerns raised might be based on a pupil's wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group or their profile against recognised characteristics of specific forms of SEND. We recognise that early identification of SEND is paramount, therefore staff working in school monitor children's progress every term through pupil progress meetings and discuss the needs of each individual child.

Following identification, discussions take place focusing on the desired outcomes for the child and look at what provision might be necessary to enable the child to reach those outcomes. The SENCo keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

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

The first point of contact to discuss something is your child's class teacher. If you have any concerns around any aspect of your child's education, the first port of call should be your child's class teacher. Appointments can be arranged through the school office. The class teacher may then seek the involvement of the school SENCo. Alternatively, the school SENCo - Helen Waller - can be contacted directly either by telephone or via the email address provided on the website.

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

The school's SEND policy and other relevant policies can be found on the school website.



## Our Local Offer for Special Educational Needs and/or Disability

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

### Teaching, Learning and Support

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

We aim to bring out the best in every child through high quality first class teaching. Class teachers differentiate teaching to match individual learning needs. This could be through adaptations for materials or visual reinforcements. Teaching assistants support children within lessons using a variety of strategies. Adaptations are made, where required, to the learning environment to ensure it is accessible for all pupils with SEND.

For some pupils, in addition to the class based support approaches, a package of out of class interventions could be created. We use a range of individual and small group interventions to target specific areas of need. Interventions include programmes such as Nessy Reading and Spelling, Forest School, Time to Talk, and Numicon.

For children with more specialised needs the SENCo is able to consult and refer to external agencies, in liaison with parents and the class teacher. These agencies include: Cheshire East Autism Team (CEAT), Child and Adolescent Mental Health Service (CAMHS), Educational Psychologist, School Nurse/NHS services, Sensory Inclusion Service and the Inclusion Quality SEND Team. The SENCo keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

At Parkroyal we adopt the 'assess, plan, do, review' format for monitoring progress towards desired outcomes. Children who are identified as having a special educational need will have an SEN support plan in place with children and parents involved at all stages of the monitoring cycle. Parents of pupils with SEN have regular meetings with their child's class teacher and the SENCO to review their progress, their needs and to plan future provision. For children with an EHC Plan, an annual review will also take place. The SENCo will also signpost parents/carers to any other agencies and sources of advice/support where appropriate.



## Our Local Offer for Special Educational Needs and/or Disability

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

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spellings, or for those with language processing differences, visual prompts may be used to accompany auditory information. As part of good class management all classrooms have visual prompts and follow dyslexia friendly strategies.

We endeavour to offer all our pupils the same learning opportunities. The school has a range of equipment and resources to support children with SEN. For example:

- coloured overlays
- writing slopes
- task lists
- use of enlarged print where necessary

Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. 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 the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENCo. All additional provision for pupils with SEND is overseen by the school senior leadership team, including the SENCo and the Headteacher, and monitoring of these pupils' progress takes place at regular SEND meetings held between class teachers and the SENCo.

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

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is spent on class-based provision. This might take the form of additional physical resources in classrooms e.g. writing slopes, wobble cushions and coloured overlays. For those requiring other types of provision, funding is used to provide adult support for groups within a class or to deliver intervention programmes. The funding is also used to purchase new interventions, which may include computer based resources, such as Nessy. In some cases, it might also be used to provide access to specialists such as a Speech and Language Therapist. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. an outcome identified in discussion with teachers and parents or on Education



## Our Local Offer for Special Educational Needs and/or Disability

Health Care Plans). The SEND budget is the responsibility of the Head teacher and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and costed efficiently.

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

When children's needs are initially identified, a discussion takes place between teachers, parents and, where appropriate, the pupil. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupil needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support/provision needed, but occasionally the school seeks the support of other agencies for advice on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required the school may seek the advice of external agencies to support the decision making process.

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

The school possesses a range of equipment and facilities (e.g. differentiated reading material, writing slopes, and coloured overlays.) to support pupils with SEND and the school SENCo makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required, i.e. specialist seating, the school SENCo will liaise with the relevant external advisory service – e.g. Occupational Therapy or Sensory Impairment Service etc. to seek advice on the best option for the procurement of these.

Parents will be involved wherever possible in these discussions.

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

All school staff have high expectations for all learners. Monitoring of progress takes place on a daily basis through assessment for learning. 'Assessment For Learning' (AFL) highlights to the class teacher gaps in the child's learning which enables them to identify next steps in order to ensure progress is made. For learners with the most significant needs, regular contact takes place, i.e. through informal conversation at the end of the day and regular meetings with the class teacher. Formal monitoring and progress takes place termly in the form of a Pupil Progress Meeting held between class teachers



## Our Local Offer for Special Educational Needs and/or Disability

and senior leaders. The SENCo also meets with class teachers each term to review the progress of children with additional needs. Plans and support are updated in collaboration with parents and any outside agencies involved. This ensures that appropriate support is in place for pupils to make progress towards meeting their individual outcomes. Information about pupil progress is shared with parents every term. Parents also receive an annual written report from the child's teacher. For learners with SEND, SEN support plans are discussed between the class teacher and parents on a regular basis and for those with Education Health and Care Plans an annual review is also held.

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

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are at the heart of the decisions made about their education. Pupil opinions are sought at a level which is accessible to the individual. For some pupils, this may mean they are supported to attend meetings with professionals and for others this might mean enabling them to contribute to meetings without actually attending through utilisation of staff advocacy. The children's views are gathered through discussion and recorded pictorially or in a written format. These views are listened to and acted on accordingly wherever appropriate and feedback is given to the pupils after the next steps have been agreed.

### **How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)***

The school's SENCO, along with the Headteacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The school works closely with a cluster of schools within our academy group, which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes in school is monitored carefully to ensure that they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought annually through questionnaires. The responses are collated by the SENCO and used to inform decisions about future provision. Parents are able to request a response from the SENCO in response to any issues raised.



## Our Local Offer for Special Educational Needs and/or Disability

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

### Keeping Students Safe and Supporting Their Wellbeing

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

Pupil safety is taken very seriously at Parkroyal Community School. Information about pupils with SEND is communicated to relevant school staff. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during the transition between class and care-giver at the end of the day. In some cases, a risk assessment will be completed to ensure specific events or behaviours are dealt with consistently and safely. For some pupils, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the class teacher and SENCo or a RAMP may be devised to reduce unsettled times.

Parkroyal Community School has a Safeguarding team who identify and action any potential safety hazards on the premises regularly. Access to the school is restricted by a coded front door system. All visitors, parents and carers use this entrance and must sign in upon arrival. A visitor's badge is then given and worn throughout the visit.

As a school we recognise the key importance of keeping all our children safe in the community, online and within school. We recognise the additional risks and vulnerabilities that children with SEND may have and ensure that all learning is appropriate to their level of understanding and revisited in a timely and consistent manner. Children with SEND are taught specific lessons on safety appropriate to their individual needs and at a level that they are able to engage with and understand.

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

Social and emotional well-being is at the heart of our curriculum and class teachers address this through regular personal, social, health and economic (PSHE) education sessions in class. Staff promote an environment in which positive personal relationships can flourish and seek to support children in managing and regulating their emotions. Parkroyal has a mental health and wellbeing team of staff in school, including a designated pastoral support lead, who are trained to deliver interventions and support children and families specifically to promote pupil well-being. This is acknowledged by our AcSEED accreditation award in March 2023. Where children require additional support we have a range of interventions including, Emotional Literacy Support, Social Communication Groups, Nurture Groups and Self-esteem Support.



## Our Local Offer for Special Educational Needs and/or Disability


Measures to prevent bullying -[Anti-bullying Policy](#)

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

#### Administration of medicines

The school is committed to enabling children to attend school regularly. We are aware that some children with SEND also have medical 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 that, following signed parental consent, medication is kept in a locked cupboard or fridge. Depending on the child's age, the child should come to the school office at the appropriate time and ask for his / her medicine or the member of staff will visit the child in class to administer the medication. In some cases pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, epilepsy rescue medication etc). When this is applicable, a clearly identifiable safe place in the classroom is chosen.

Staff receive suitable training and achieve the necessary level of competency before taking on responsibility for supporting pupils with specific medical conditions. The suitability of training depends on the individual pupils' medical needs. Identifying what these needs are will enable you to determine what staff training would be "sufficient and suitable". The training would be based on the individual needs of the child.

See  [administering-medication-policy.pdf](#)

#### Medical Appointments

The school will work flexibly to support pupils with SEND who miss school due to unavoidable medical appointments or through illness.

#### Toileting

Staff members who provide intimate care are trained to do so, and are fully aware of best practice in supporting pupils to become independent in their toileting. Suitable equipment and facilities will be provided to assist pupils who need special arrangements following assessment from a physiotherapist or occupational therapist. This may include changing mats, non-slip steps, and adapted toilet seats.

Arrangements will be made with a multi-agency to discuss the personal care needs of any pupil prior to them attending the school. In liaison with the pupil and parents/carers, an individual intimate care plan will be created to ensure that reasonable adjustments are made for any pupil with a health



## Our Local Offer for Special Educational Needs and/or Disability

condition or disability. Regular consultations will be arranged with all parents/carers and pupils regarding toilet facilities. The privacy and dignity of any pupil who requires intimate care will be respected at all times.

### Sharing of medical information

At the start of each academic year, parents are asked to up-date us on any changes to their child's health. This information is held on the school registration system and teachers are able to access this using their password. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are held by the class teachers. For those pupils 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. This information is held by key staff members working alongside the pupil.

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

Personal, Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the school uses support staff to deliver dedicated sessions. This may be based on a commercial package, but is very often a bespoke programme tailored to the individual's needs. In addition to sessions being delivered by support staff, we have a member of staff trained as an Emotional Literacy Support Assistant (ELSA) who works with identified children needing support with their emotional health and wellbeing. The children can access 1:1 or group sessions depending on their identified needs. A parent who feels that their child is displaying high levels of emotions should seek support from their GP.

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

#### Behaviour

The school has a clear Behaviour Policy which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key 'trigger points' during the day, for others this may involve a 'time out' arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupils' behaviour challenges, is to firstly understand their behaviour. When these behaviours are identified, we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, de-escalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to



## Our Local Offer for Special Educational Needs and/or Disability

find creative strategies to support pupils in understanding and managing their own behaviour. We seek advice from external agencies if necessary and implement further strategies and recommendations from external agencies i.e. Educational Psychologist/ Child and Adolescent Mental Health Services (CAMHS). We ensure communication flows between all key adults involved with the child.

See [Behaviour Policy](#)

### **Exclusion**

It is very rare that we would consider exclusion for any pupil. A copy of the school's exclusion policy can be found here - [Suspension and Exclusion Policy](#)

### **Attendance**

We take active steps to improve attendance. We work closely with families where attendance is of concern to find ways to improve the situation.



## Our Local Offer for Special Educational Needs and/or Disability

----- [Click here to return to the front page](#) -----  
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### Working Together & Roles

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

The class teacher has the overall responsibility for the child's learning and their day to day wellbeing in school. They are the first port of call for pupils and parents. Class teachers are expected to plan and deliver appropriate personalised learning opportunities for pupils and to ensure that any resources in place to support their learning are used effectively.

For example these may include:

- The use of key adults in the classroom.
- The use of visual timetables.
- The use of any specific physical items such as writing slopes, coloured overlays, specialist chairs etc.

The class teacher has a responsibility to deliver quality first teaching and through daily assessment for learning (AFL) identify next steps for each individual pupil. The class teacher will hold regular liaison meetings with the SENCo to discuss learning outcomes and evaluate provision.

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

The Headteacher oversees the running of the school, ensuring that all elements of a pupil's education are in place. The school SENCo has responsibility for coordinating the provision for pupils with SEND. She may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews.

There are a number of support staff (teaching assistants) working in school. Many of these are highly skilled and experienced. Some of these members of staff provide intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups. We have a member of staff who is a trained ELSA who works with identified children needing support with their emotional health and wellbeing. The children can access 1:1 or group sessions depending on their identified needs. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis.



## Our Local Offer for Special Educational Needs and/or Disability

Other valuable members of the team in place to support a child may include: Occupational Therapist, Speech and Language Therapist, Cheshire East Autism Team, Educational Psychologist, Child & Adolescent Mental Health Service (CAMHS). The involvement of external agencies will always be with the consent of the parent/carers.

### **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?**

All class teachers and key workers involved with a SEND pupil will be given a copy of their EHC Plan where applicable and be involved in the annual review process. Where outside agency advice has been sought for any pupil then feedback will be given to the class teacher and key worker. Regular discussions take place over how the child's needs are being met and whether any changes in provision are needed. The staff review this formally once per term. Teachers meet with parents of children with SEND at least once per term.

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

All school staff have a good awareness of SEND through regular staff meetings etc. Regular meetings are held to enable staff to work with the SENCo to develop their practice in relation to the specific needs of the pupils in their classes.

The SENCO is a specialist member of staff who has completed the national SENCo qualification (NASENCo) July 2022. She is supported by other SENCos within The Aspire Educational Trust.

Three members of staff are trained as an ELSA to support pupils' emotional health and wellbeing. We also have a number of staff members who have received training in delivering interventions and using programmes to support pupils with SEND and in such as: Precision Teaching, Inference and Dyslexia training through Nessy.

Staff members are often signposted by external professionals to relevant training linked to their role within school, such as Speech and Language Therapists. We also have a number of staff members who have received 'Positive Handling' training in February 2025.

As part of the Aspire Trust, there are frequent training opportunities linked to supporting pupils with SEND which staff members are able to access.



## Our Local Offer for Special Educational Needs and/or Disability

**Which other services do you access to provide for and support pupils 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, the School Nursing Team, Speech and Language Therapy and the Cheshire East Autism Team. Some of our pupils access Speech and Language Therapy on site.

The school Safeguarding Team regularly organise Early Help meetings and work productively to ensure good communication is maintained to meet the needs of our most vulnerable children.

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

The first point of contact to discuss something is your child's class teacher. Appointments can be arranged through the school office.  
Email: [admin@parkroyalcs.org](mailto:admin@parkroyalcs.org) Phone: 01625 426083

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

The school SENCo is Ms Helen Waller. Parents may telephone the office to make an appointment to speak to the SENCo or email - [h.waller@parkroyalcs.org](mailto:h.waller@parkroyalcs.org)

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

Special Educational Needs LAC member: Seren Hathway

The school Local Academy Committee members share the responsibility for ensuring the quality of provision across the school. However, there is a designated governor for SEND, Seren Hathway, who has regular meetings with the SENCo and the school's designated lead for looked after children, to ensure that all pupils, including those who are looked after, make progress.



## Our Local Offer for Special Educational Needs and/or Disability

### How will my child 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, thoughts and feelings of our pupils are at the heart of the decisions made about their education. Pupil opinions are sought at a level which is accessible to the individual. For some learners, this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written or scribed means). Younger or less able children are given the opportunity to contribute their ideas in discussions, which take place with a familiar adult who acts as an advocate for them at any meetings. Often this will be a teaching assistant or their class teacher.

We have an active School Council who takes responsibility for sharing pupil views with the Senior Staff. All children have the opportunity to be elected to this body as selected by their class.

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

Parents are encouraged to take an active role in the school. Many parents volunteer in school e.g. hearing readers, accompanying trips etc. There are opportunities to join the "Friends of Parkroyal" who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are sent out via letter to all parents and carers.

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

The staff at Parkroyal, including class teachers and the SENCo, provide support to parents/carers across all aspects of supporting a child with SEND.

This might include:

- supporting parents to complete forms i.e. annual review paperwork, DLA applications, referral forms for external agencies e.g. CAMHS
- signposting to external agencies for additional support
- signposting to Parental Support Group i.e. Space 4 Autism.
- referrals to external agencies who may offer further support, i.e. Family Service, CAMHS.
- opportunities for parents to discuss any issues that may be affecting the family as a whole in a safe environment
- inviting parents to attend our SEND coffee morning held every half-term



## Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page  
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### Inclusion & Accessibility

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

As an inclusive school setting, we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore, we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential trips etc.

We have a range of extra-curricular school clubs and activities, which change each half term.

Where there are very high levels of need, Parkroyal will liaise and plan closely with the parents/carers and external agencies to explore the viability of accessing enrichment opportunities.

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

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

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

Details (if required)

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

N/A



## Our Local Offer for Special Educational Needs and/or Disability

Details (if required)

We endeavour to offer all our pupils the same learning opportunities. The school has a range of equipment and resources to support children with SEN. For example, coloured overlays, reading schemes, handwriting programmes, writing slopes. We try to maintain some flexibility in order to include our children with SEND. This may include the provision of additional staff or a change in accommodation for a residential trip. We have a range of after school activities that welcome all pupils from our school. The school building is accessible and we have a lift to provide access to the first floor.

Further details can be found in the school's [PDF Accessibility Policy.pdf](#)



## Our Local Offer for Special Educational Needs and/or Disability

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

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

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

For further information about admission to Parkroyal, please contact the school office or view our [Admissions Policy](#)

Email: [admin@parkroyalcs.org](mailto:admin@parkroyalcs.org) Phone: 01625 426083

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

We offer a range of transition visits for new Reception pupils, which take place in the summer term each year. However, we encourage the families of pupils with SEND to arrange a separate visit with the school SENCo so that information which specifically relates to your child's requirements can be shared. This can be arranged by contacting the school admin team - Email: [admin@parkroyalcs.org](mailto:admin@parkroyalcs.org) Phone: 01625 426083

We have an open day in the Autumn term for prospective parents.

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

Prior to entry into Parkroyal Community School and the initial liaison meeting with parents/carers, it is usual to visit for an informal tour of the setting with the Principal/ SENCo. Information gathered will be shared with the class teacher prior to entry in preparation for starting at Parkroyal. For those pupils with a higher level of need, it is likely that a multi-agency Action for Inclusion meeting will be held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupils' needs are best met. Following this meeting, the



## Our Local Offer for Special Educational Needs and/or Disability

school considers the provision necessary and if appropriate takes steps to procure any resources or make necessary alterations to effectively integrate the individual child. The action plan is then reviewed either prior to entry or shortly after. The range of transition measures are personalised to meet the individual needs of the pupil but may include: visits to the setting, visits by school staff to the pupil's home or current setting and a transition pack containing visual representation.

When transition takes place to a new setting, Parkroyal will ensure that we prepare and meet the needs of each individual. This may take the form of: additional transition visits, working through new routines, use of pictorial prompts, liaison with families and professionals at the new setting.



## Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page  
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### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

There is a wealth of support services available to families of children with SEND. Parkroyal will work with families to provide relevant support services.

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

The information stands as of September 2025 and will be updated and reviewed on an annual basis.

#### Where can I find the Cheshire East Local Offer? *(IRR)*

The Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

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

As an academy, we encourage parents to address any worries or concerns promptly – initially with the class teacher and the SENCo. If they are unable to reach resolution, the issue can be discussed with additional members of the Senior Leadership team. In the vast majority of cases, through discussion, resolution can usually be found.

For further details, please see our [Complaints Policy](#)