



# The Local Offer (SEND)

<b>The Local Offer (SEND)</b>		<b>Author</b>	M Howens
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<b>Review Period</b>	1 year	<b>Last updated/changed</b>	22/10/2025

School Name and Address	Queen's Park Road Handbridge, Chester, Cheshire, CH4 7AE
Telephone Number	01244 257088
Web Address	<a href="http://www.gphs.co.uk">www.gphs.co.uk</a>
Age Range	11-18
Person Responsible for Updating School Offer	Marc Howens Special Educational Needs Coordinator
Local Offer	In response to the Children and Families Bill, Local Authorities are required to publish information about the provision that is available in their area for children and young people from 0 – 25 who have special education needs. This is called the local offer.  The link to the local offer for Cheshire West and Chester is: <a href="https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948">https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948</a>
Introduction	The 2014 SEN Code of Practice (SEN CoP) puts a greater emphasis on improving outcomes for students, setting high aspirations and expectations rather than on hours of provision and/or support. All children and young people are entitled to a broad and balanced curriculum to make progress so that they: <ul style="list-style-type: none"> <li>• achieve their best</li> <li>• become confident individuals living fulfilling lives</li> <li>• make a successful transition into adulthood, whether into employment, further or higher education or training.</li> </ul>
1a. How does the school know if young people need extra help?	<ul style="list-style-type: none"> <li>• Year 6- Year 7 transition: <ul style="list-style-type: none"> <li>○ Close liaison with the feeder primary schools including SEN questionnaire, completion of transition for inclusion documents meetings with Transition Lead, Y6 teacher or SENCO.</li> <li>○ Literacy screening start of Year 7 (spelling/reading)</li> <li>○ Cognitive Abilities Tests (CATS)</li> <li>○ Scrutiny of KS2 data</li> <li>○ Autumn Half Term Parents' Session.</li> </ul> </li> <li>• Year 7 onwards: <ul style="list-style-type: none"> <li>○ Close liaison with Heads of Year, Curriculum Team Leaders, Form Tutors and Class Teachers to raise any possible student concerns and possible emerging SEN.</li> <li>○ Communication with parents – by email – telephone – face to face meetings and Parents Evenings.</li> <li>○ Progression to multi agency action plan/ Team Around the Family (TAF) involving, where necessary, outside agency professionals to support school and parents in realising progress for student.</li> <li>○ Year 7 and Post Year 7 – regular meetings take place with Heads of Year and SENCO to consider student progress, to review individual action plans and to discuss the possibility of any emerging SEN for any student.</li> <li>○ A confidential list of names of those children who have additional needs is compiled and this information is disseminated to all teaching staff via</li> </ul> </li> </ul>

	<p>the SEN register which is linked to the School SIMS system. This is a working document and is updated each time a change is made.</p> <ul style="list-style-type: none"> <li>○ Students who do not currently require action are monitored at each report cycle and recorded as code 'N'. Students who have additional educational needs, requiring additional provision are recorded as code 'K'. Students who have more complex additional needs and who hold an Education Health Care Plan are recorded as code 'E' (Education Health Care Plan)</li> <li>○ Staff training on SEN is delivered annually as part of the School Staff Continual Professional Development Programme. Quality First Teaching is the core element of SEN CPD.</li> </ul>
<p>1b. What should I do if I think my young person may have special educational need? How will I be able to raise any concerns which I may have?</p>	<ul style="list-style-type: none"> <li>● Make contact with School SEN Department via email (sen@qphs.co.uk) or phone (01244 257088) to raise your concern. If necessary or upon request the SEN Team will invite you in for an appointment to discuss the situation and to write an action plan where necessary.</li> <li>● The school currently caters for Students with the following SEN: <ul style="list-style-type: none"> <li>○ Literacy needs</li> <li>○ Dyslexia</li> <li>○ Numeracy needs</li> <li>○ Autism (Including Asperger's Syndrome)</li> <li>○ Social Communication Issues</li> <li>○ Speech and Language Needs</li> <li>○ ADHD</li> <li>○ ODD</li> <li>○ Hearing Impairments</li> <li>○ Visual Impairments</li> <li>○ Physical Impairments</li> <li>○ Medical needs</li> <li>○ Mental Health Difficulties</li> </ul> </li> </ul> <p>This list is not exhaustive and in addition to these areas of SEN we will happily discuss any other SEN and discuss how we can work together to manage the specific need(s) and provide the most appropriate support. Where appropriate and in consultation with parents, school may refer a child for ASD and/or ADHD pathways (we do not currently refer for dyslexia but can recommend external specialists if required)</p>
<p>2: How will the school staff support my young person?</p>	<ul style="list-style-type: none"> <li>● The severity of the young person's needs determines who will oversee the action plan. The school follows the graduated approach, in the first instance it is likely to be their Form Tutor followed by their Head of Year</li> <li>● Heads of Year meet regularly with the School SENCo where data is analysed, cases are discussed and where necessary are progressed to the SEN department for additional action.</li> <li>● Various interventions are offered by the SEN Department. They are managed and overseen by the School SENCO and the School's SEND Managers.</li> <li>● The school will follow the Graduated Approach, based on four steps: Assess, Plan, Do, Review.</li> <li>● The profile of your child's needs determines who will deliver and the frequency of interventions. Interventions are carried out in School by the SEN Department staff which is made up of Teaching Assistants. In some cases, outside agency professionals work with the SEN Staff – usually to carry out assessments and to advise the staff on the work that needs to be undertaken. This forms part of the Graduated Approach.</li> </ul>

	<ul style="list-style-type: none"> <li>• SEN support could also be where intervention alone has not helped the child to make adequate progress, and the school asks for outside advice from the LA's support services, or from health or social work professionals such as speech and language therapists, occupational therapists, the Local Authority Educational Psychologist, the autism team or a medical diagnosis and report giving recommendations.</li> <li>• Most children will have their additional educational needs met by their school through SEN support, but that will not be possible all the time. If a child's needs cannot be met through SEN support, the LA may consider the need for statutory assessment made by a parent/carer or school and if appropriate, makes a multi-disciplinary assessment to consider the need for an Educational Health Plan. The local offer for Cheshire West and Chester can be found at: <a href="https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948">https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948</a></li> <li>• The Specialist Professionals from the various Outside Agencies usually make contact with parents/carers and explain their role and the work to be carried out.</li> <li>• The SEN Department has a Link SEN Governor – Sue Pearson.</li> <li>• The School offers full communication to parents via email, phone calls and in person at pre-arranged meetings and Parent's Evenings.</li> <li>• The impact of interventions is reviewed regularly and progress, where necessary, is reported to parents and explained to students.</li> <li>• Interventions are reviewed together by the SEN department and overseen by the relevant Senior Leadership Team Line Manager. Interventions are modified as required. Ineffective intervention/support is withdrawn, and consideration of alternative approach given and agreed.</li> <li>• The secure SEN register and information is available confidentially on the School Staff Shared Area so that all members of staff are able to access the required relevant and appropriate information. Supply staff have access to the list of the relevant SEN of the students in school</li> </ul>
<p>3. How will the curriculum be matched to my young person's needs?</p>	<ul style="list-style-type: none"> <li>• The school follows the graduated approach.</li> <li>• Quality First Teaching is an integral part of the graduated approach and requires subject departments to ensure SEN is considered within curriculum planning and class teaching.</li> <li>• School INSET time is used by departments to produce subject specific Quality First Teaching strategies for areas of need</li> <li>• Full staff inset is delivered on the SEN CoP in September 2014. It has been re-emphasised that Strand 5 of the Teaching Standards is the responsibility of all teachers to meet the needs of all students.</li> <li>• TA time may be used to differentiate materials or to forward teach students in advance of lessons. Where children do not respond to differentiation and do not make adequate progress, where possible, the school will provide additional or different interventions to that normally available to all students of the same age.</li> <li>• When deemed necessary, SENCO will work alongside Heads of Year, teaching staff, parents and students in the co-production of a one page profile detailing teaching strategies specific to the student's needs.</li> <li>• The School SEN policy is available on the school website. The policy has been rewritten in line with the new SEN Code of Practice September 2014.</li> <li>• In Key Stage 4 we may offer an Alternative Provision Programme.</li> </ul>
<p>4a. How will both you and I know how my young person is doing and how will you</p>	<ul style="list-style-type: none"> <li>• Depending on the individual needs of your child, the school will either meet with you and your child on a needs-based basis. Alternatively, meetings take place via the school parents' evening system.</li> </ul>

<p>help me to support my young person's learning?</p>	<ul style="list-style-type: none"> <li>• Contact will be made where necessary about significant things which may happen in school.</li> <li>• You will be involved in planning your young person's education when meeting with the School SENCO.</li> <li>• Parents of students with SEN will be made aware of training events, such as those from Cheshire Autism Practical Support Service (CHAPS) and Events run by CWAC Independent Advice and Support Service. These will either be emailed out or posted on school social media.</li> </ul>
<p>4b. What is the pastoral, medical and social support available in the school with AEND?</p>	<ul style="list-style-type: none"> <li>• Pastoral support is offered via the form tutor – Head of Year and Pastoral Support Manager</li> <li>• Medical support is offered via the School Trained First Aiders. Any medical needs of students can be accessed for staff on the School's Medical System.</li> <li>• All medicines requiring special administration are held in the school office and administered in line with safeguarding guidelines. Details are recorded by trained staff.</li> <li>• Medical support is also available via the School Health Advisor, who visits the school on a monthly basis offering a drop in and appointment service. School and School Health maintain regular contact. Referrals can also be made to the School Community Paediatric Consultant.</li> <li>• Support to manage behaviour, attendance and emotional health needs of our students is offered in conjunction from the Form Tutor, Head of Year, School Behaviour Manager, School Wellbeing Manager, School Educational Welfare Officer and where necessary with the support of professional outside agency staff such as Educational Mental Health Care Practitioners, CAMHS (Child and Adolescent Mental Health Service) and the Medical Needs Education Access Team.</li> <li>• Students are always welcome to attend meetings about themselves and if relevant they can complete a wishes and feelings feedback sheet. The school will make sure that the student understands what the meeting will be about and that it is their opportunity to speak. It will be a non-threatening environment and there will be someone there to support them every step of the way.</li> <li>• Support is in line with Cheshire West and Chester's Local offer which can be found at : <a href="https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948">https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948</a></li> </ul>
<p>5. What specialism services, experience, training and support are available at or accessed by the setting?</p>	<p>The team's expertise includes:</p> <ul style="list-style-type: none"> <li>• Mr M Howens: NASENCO Qualified 10 years teaching experience, SENCO for 3 years Parent of child with SEND</li> <li>• Miss R Brandreth: SEND Manager Member of British Dyslexia Association (AMBDA) – Specialist Dyslexia Assessor/Teacher. Examination Access Arrangements.</li> <li>• Mrs L Staden: SEND Manager (BEd) Early Years Teacher</li> <li>• Mrs Ruth Astill: Maths Teaching Assistant and Maths intervention</li> <li>• Miss Rosie Crinson: Teaching Assistant</li> <li>• Mrs Meriel Millot: English Teaching Assistant</li> <li>• Mrs Rebecca Bland: Specialist Teaching Assistant</li> <li>• Mrs Mandy Sadler: Teaching Assistant</li> <li>• Mrs Sian Davies: Teaching Assistant</li> <li>• Miss Maria Dilley: Teaching Assistant</li> <li>• Mrs Rachel Fowles: Teaching Assistant</li> <li>• Mrs Jo Dulic: Teaching Assistant</li> <li>• Ms Zoe Langford: Safeguarding Lead.</li> </ul>

<p>What extra external links does the School access?</p>	<ul style="list-style-type: none"> <li>• Mr Max Holland: Teaching Assistant</li> <li>• Mrs Helen Owens: Teaching Assistant</li> <li>• Ms Victoria Saunders: Teaching Assistant</li> </ul> <p>The school works closely with outside agencies, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Cheshire West and Chester Local Authority- <a href="https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948">https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948</a></li> <li>• CAMHS- <a href="http://cwpcamhscentre.mymind.org.uk/?page_id=206">http://cwpcamhscentre.mymind.org.uk/?page_id=206</a></li> <li>• The National Autistic Society- <a href="http://www.nas-cheshire.org.uk/">http://www.nas-cheshire.org.uk/</a></li> <li>• Integrated Early Support- <a href="http://www.altogetherbetterwestcheshire.org.uk/?page_id=2186">http://www.altogetherbetterwestcheshire.org.uk/?page_id=2186</a></li> <li>• Children’s Social Care- <a href="https://www.cheshirewestandchester.gov.uk/residents/health-and-social-care/children-and-young-people/children-and-young-people.aspx">https://www.cheshirewestandchester.gov.uk/residents/health-and-social-care/children-and-young-people/children-and-young-people.aspx</a></li> <li>• CWAC Autism Team- <a href="http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/service.page?id=N5s3NC5GzKA">http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/service.page?id=N5s3NC5GzKA</a></li> </ul>
<p>6. What training have the staff supporting children and young people with AEND had or are having? Check CPD profile</p>	<p>Training attended most recently:</p> <ul style="list-style-type: none"> <li>• Mental Health First Aid training</li> <li>• Examination Access update JCQ</li> <li>• Specialist autism training via the Autism Team</li> <li>• Elklan Speech and Language training</li> <li>• Dyslexia training</li> <li>• Dyscalculia training</li> <li>• ADHD training</li> <li>• In school inset programme – including Dyslexia – Exam access arrangements – Emotional Health, Autism, ADHD</li> <li>• Safeguarding training</li> <li>• TAF training</li> <li>• Teaching staff are provided with SEN training – delivered through the school’s internal CPD programme.</li> <li>• Inter School visits to identify additional good practice</li> </ul>
<p>7. How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> <li>• The Equality Duty is applied to all decisions relating to activities outside the classroom and school trips, to ensure that we consider the needs of all Students with AEN.</li> <li>• Students with an EHCP may require TA support/attendance on school trips. Each EHCP student will be discussed and where necessary are supported.</li> <li>• SEN staff prioritise the support of IDP and EHCP students on school trips.</li> </ul>
<p>8. How accessible is the school environment?</p>	<ul style="list-style-type: none"> <li>• The school has disabled access and a lift which enables access to all areas of the school. Modified Bathroom Facilities and classroom furniture are also provided.</li> <li>• The Visually Impaired Team have recently assessed the school building with recommendations all to be put in place for September 2022.</li> <li>• The resources of the SEN Department are fully accessible for all students.</li> </ul>
<p>9. How will the school prepare and support my child to join the school or transfer to a new setting /</p>	<ul style="list-style-type: none"> <li>• Year 6 – Year 7: The Head of Year, transition lead and SENCO all work together in close liaison with all the feeder primary schools and other primary schools to ensure a seamless transition.</li> </ul>

<p>school for the next stage of education and life?</p>	<ul style="list-style-type: none"> <li>• The transition process involves: <ul style="list-style-type: none"> <li>○ Early identification of vulnerable students and assessment of need to ensure provision of required SEN resources/disabled facilities</li> <li>○ Data collation – KS2 SATs – Teacher assessment</li> <li>○ QPHS staff visit to Primary schools</li> <li>○ Full day cohort visit</li> <li>○ Literacy assessment (spelling/reading comprehension)</li> <li>○ Y6 student/parent/carer transition evening</li> <li>○ Bespoke SEN transition sessions – agreed on an individual needs basis</li> <li>○ Summer School – free for all students</li> <li>○ All data shared with teaching and TA support staff via the School SEN register</li> <li>○ New Year 7 Parent’s Evening</li> <li>○ Year 7 Residential Visit to Conway Centre</li> </ul> </li> <li>• Year 8 – Year 11: (Educational Health Care Plan) Students via SEN annual review process and where relevant, with Young Person’s Service Advisor with regard to possible future career pathways. Local Authority SEN team, Educational Psychologist or other outside agencies, where involved, are also requested to attend.</li> <li>• Communication with Head of Year and Form tutor.</li> </ul> <p>Other Students:</p> <ul style="list-style-type: none"> <li>• Year 11 – Year 12/13 (Educational Health Care Plan) Students.</li> <li>• School, Parents/Carers and Student plus subject teaching staff meet and consult to determine required programme of support.</li> <li>• Young person’s service involved with regard to future pathway/careers planning.</li> <li>• The school provides support around the different transition phases (between key stages/higher education/training).</li> </ul>
<p>10. Provide examples of interventions, equipment, resources that schools may allocate to match children’s special (additional) educational needs.</p>	<ul style="list-style-type: none"> <li>• Year 7 - Year 11: Specific Literacy, English, Maths and Mentoring programmes established for identified students. Progress measured annually to determine any new requirements.</li> <li>• Ability setting. The setting which occurs in English, Mathematics and Science helps place children in groups of like ability.</li> <li>• Each department is responsible for children with additional education needs in its own subject areas. The graduated approach is adopted and a focus is placed on Quality First Teaching and differentiation for all students.</li> <li>• Specific Intervention (including but not limited to): <ul style="list-style-type: none"> <li>○ Literacy Gold</li> <li>○ SRA – Reading Resources</li> <li>○ Age and Interest Appropriate Reading Books</li> <li>○ Lexonik Literacy</li> <li>○ Hegarty Maths</li> <li>○ My Maths</li> <li>○ Educake Science</li> <li>○ Elklan – Speech and Language resource book</li> <li>○ Talk About Series for Social Skills</li> <li>○ Blob Series – for Social Skills – Self esteem</li> <li>○ Fiona Spears – PSCHE autism curriculum.</li> <li>○ TA support in the classroom or for individual/small group intervention</li> <li>○ Reading overlays</li> <li>○ Reading rulers</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• SEN support could be; further assessment, additional or different teaching materials or a different way of teaching and it might sometimes, but not always, be additional one to one adult support.</li> <li>• Certain students coded either 'E' or 'K' on the SEN register may receive a specific intervention programme and/or access arrangements for examination and testing, depending on individual need.</li> <li>• The SEN Department offer an 'Open Door' policy during all breaks, before school and after, for any student and their friends to drop in for a chat, reassurance or advice, as well as having a place to complete their homework.</li> <li>• Appropriate Pastoral Support Staff will provide a support service for students experiencing emotional health issues. Onward referrals are made to School student counsellors, School Mental Health Practitioners and if appropriate to CAMHS.</li> </ul>
11. How is the provision put in place for my child evaluated?	<p>Queen's Park High School is able to monitor the success of its provision by evaluating a number of factors (including but not limited to):</p> <ul style="list-style-type: none"> <li>• Education is accessible for all students either by adapting timetables or rooming.</li> <li>• Arrangements are put in place to ensure accessibility and safety for all.</li> <li>• TA support is in place for students with SEN.</li> <li>• The progress of SEN students both academically via assessment and socially via the monitoring of behaviour and attendance.</li> <li>• Testing for students who participate in the literacy program.</li> <li>• The use of pastoral system and form tutor to monitor student well-being.</li> <li>• Regular meetings with SENCO and SEN governor.</li> <li>• Regular reports to the governing committee.</li> <li>• Yearly reviews of students in receipt of Top up Funding and Educational Health Care Plans.</li> <li>• Staff usage of the SEN register and One Page Profiles when required.</li> <li>• Regular review meetings at Senior Leadership Team.</li> </ul>
12. How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> <li>• Working in partnership with parents, external agencies and children to ensure all decisions take account of their views.</li> </ul>
13. How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> <li>• The severity of need determines the frequency of involvement of parents and the number of meetings required to be held.</li> <li>• Parents are, however, always welcome to make an appointment. Frequency of contact can range from daily telephone conversations to termly meetings.</li> <li>• Parents are actively encouraged to attend Parents' Evenings, school productions, join the School PTA (Friends of Queen's Park High School) and apply to be a school governor.</li> </ul>
14. How can I report a complaint about SEN needs?	<p>The school complaints procedure policy can be found on the school website: Home – About Us – Policies and Documents</p>
15. Who can I contact for further information?	<ul style="list-style-type: none"> <li>• SEN@qphs.co.uk</li> </ul>