

# Cheadle Heath Primary School

## Special Educational Needs Information Report

The Special Educational Needs Co-ordinator at Cheadle Heath Primary School is:  
Mrs. Tracey Vallance (Deputy Head)

At Cheadle Heath Primary School, we strive to support **all** pupils to enable them to 'Aspire, Believe, Achieve.' All our pupils receive quality first teaching. This means that a range of teaching and learning approaches are used and that appropriate learning objectives are set for all pupils with a curriculum matched to their needs.

All our classes are supported by teaching assistants and pupils are also offered small group work or catch up programmes if needed. Some pupils are supported to develop their social skills or to improve their emotional well-being through work with our Inclusion Team.

The 4 categories of Special Educational Needs provided for within our school setting are:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory/ Physical

The progress and attainment of every pupil is reviewed termly by the Senior Leadership Team at which time provision may be adjusted to meet identified needs. You will be informed about your children's general progress through Parent's Evenings which take place twice a year and through a written report on your child at the end of the year.

If your child continues to have difficulty after interventions or has a high level of additional need when they join the school, they may be considered to have Special Educational Needs. You may have concerns about your child and feel that they need additional help. This leaflet has been designed to inform you of the types of support available for your child at Cheadle Heath Primary School. It will give you information on who can help and how this support can be accessed.

If your child is identified as having SEN then a graduated approach will be applied. The individual will receive cycles of Assess, Plan, Do, Review (APDR). Children are supported with a SEN Support Plan or with an Educational Health and Care Plan. The level of support that each individual requires will be determined collaboratively with parents/carers.

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

You can find our Special Educational Needs (SEND) Policy in the policies section of the website.

## **This is the Local Offer ...**

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

In order to make our offer for Cheadle Heath Primary School accessible and user friendly, we have structured the information in this SEND Information Report around a set of **Frequently Asked Questions**.

## **This is the School Offer ...**

### **How does Cheadle Heath Primary know when a child needs extra help?**

At Cheadle Heath Primary School, children are identified as having SEN through the following ways:

- Concerns raised by the parents/carers, teachers or the child themselves
- Children are monitored very closely. Termly progress meetings track every child's progress. It is noticeable if limited progress is being made or there is a change in the child's behaviour or progress even when teaching approaches are targeted particularly in identified areas of difficulty.
- Observations by staff in school identifying barriers to learning, including social/behavioural concerns including changes or behaviour, speech and language concerns or difficulties with motor skills
- Information provided by external agencies including health diagnosis through paediatrician, speech and language assessments or through Early Help and Prevention teams that offer support to families
- A child may present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in school.
- Admissions information provided by parents and previous schools and settings
- Initial meeting with the Headteacher / SENDCO on entry to school during the school year for in year admissions.

### **What should I do if I think that my child may have Special Educational Needs?**

- Speak to your child's class teacher. They are normally available after school for informal conversations but can make a longer appointment at a mutually convenient time.
- If you have further concerns, contact Mrs Vallance, the school's SEND and Inclusion Lead (SENDCO) or Ms Meekley (Headteacher). Appointments can be made through the office or telephone 0161 428 2476
- In some cases, we will complete a EHA with the parents/carers to get a fuller picture of your child's needs and to prioritise their needs. The EHA assessment can then be used, with parental permission, to refer to outside agencies like speech and language so that a more specialised assessment can be completed.

- In some cases, if several barriers to a child's learning are identified, then a TAC (Team Around the Child) meeting will be arranged where relevant agencies are invited along with parents/carers to plan a package of support to help your child

### **How are decisions made about the type and level of support that my child will need?**

- All decisions are made collaboratively between the pupil, parents/carers, school staff and external agencies to ensure the best outcomes for the child.
- The class teacher and SEND lead regularly discuss the child's needs and the support that would best enable them to learn.
- Different children require different levels of support and these can be quite specific to individuals.
- Decisions are based upon ongoing formative assessments, external agency assessment and observations from the School Inclusion Team.
- We strongly value the ongoing dialogue that we encourage staff to have with parents/carers to ensure your voice is heard and you feel supported.

### **How will I be involved in discussions about and planning for my child's education?**

- EHCPs, SEN Support Plans and One Page Profiles are created collaboratively and parents/carers voice is valued and encouraged.
- All parents/carers are encouraged to contribute to their child's education. This may be through:
  - Discussion with the class teacher; informally or during parents evenings
  - Discussion with the School Inclusion Team, Ms Meekley and other professionals involved

### **How will my child be able to contribute their views?**

- Every child's views are captured on their One Page Profile and valued by all.
- A person centred approach is adopted by the school.
- Teachers discuss targets and feedback with individual children.
- When reviewing individual plans and profiles children are encouraged to contribute to their strengths, the ways that they prefer to learn and to their areas for development.
- Older children may be invited to contribute their views at TAC (Team Around the Child) meetings if appropriate
- Regular pupil voice is collected regarding all aspects of school life.
- Children are encouraged to talk to staff if they have any concerns, in particular, relating to their emotional health and well – being. The school council is regularly asked to feedback on any aspect of school life that they may be worried about or that can be improved.

### **How will Cheadle Heath Primary School support my child?**

- Each pupil's view and opinions on their own learning is central to our inclusive provision in school. Every child in school has a One Page Profile.
- Every child who has SEND identified will have a SEN Support plan or an Education, Health and Care Plan (EHCP) if deemed necessary via rigorous assessment.
- Continuous dialogue between class teams and pupils is used to ensure children's understanding of their next steps. Opportunities for pupil voice are regular and shared with all staff.

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as phonics, numeracy, literacy, speech and language, social skills development or motor skills, then the pupil will be placed in a small intervention group. This will be run by the class teacher, a specialist teacher or one of our teaching assistants. The length of time of the interventions will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to check the effectiveness of the provision and to inform future planning for the pupil. These interventions are recorded on each child's SEN support plan.
- Pupil progress meetings are held twice a year. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Each class team is fully supported by the School Inclusion Team throughout the year. The school Inclusion Team hold cohort transition inclusion meetings with staff teams during the Summer Term and interim inclusion meetings.
- The class teacher will meet with you at Parents'/Carers' evening in the Autumn and Spring Term and is available to meet with you following end of year reports. The class teacher and SEND Lead are available to meet you to discuss ongoing concerns and to update you on progress with interventions.
- Occasionally a pupil may need more expert support from an outside agency such as Learning Support Service, Speech and Language Service, Occupational Therapy service, Educational Psychologist, Behaviour Support Service, HYMS or Primary Jigsaw. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. This could include additional advice for the class teacher or more specialised one – to – one support within school, including additional one to one support from a teaching assistant to support your child in class.
- Our SEND lead oversees all support and progress of any child requiring additional support.
- The Governors of Cheadle Heath Primary School are responsible for entrusting a named person, Mrs Vallance, to monitor SEND.
- The governors of Cheadle Heath Primary School are responsible for ensuring appropriate support for all learners. Mrs Joanne Scarlett is the named link governor who monitors SEND.
- Mrs Vallance and Ms Meekley monitor Safeguarding and Child Protection procedures. The responsibility of the Governors is to provide both support and challenge to the Headteacher and staff so that the school is as inclusive as possible and that all pupils and staff are treated in a fair and equitable way. The Governors monitor and review the accessibility plan and all other statutory policies as defined by the Department for Education.

### **How will the curriculum be matched to my child's needs?**

- When a pupil has been identified with SEN, their work will be differentiated by the class teacher to target their needs and enable them to access the curriculum more easily. All children have differentiated work to meet ability however in cases of children with SEN this will be differentiated further. For some children with significant additional needs, this could include a personalised timetable to accommodate additional interventions that they need.
- Teaching assistants may be allocated to work with the pupil in a one to one or small group to target more specific needs.
- If a pupil has been identified as having SEN, they will be given a SEND Support Plan. Targets will be set according to their area of need. These will be planned collaboratively with

parents/carers and the pupil. The targets will be monitored by the class teacher and reviewed during the year with parents and the pupil.

- If appropriate, specialist equipment may be arranged for the pupil to aid their learning e.g., pencil grips, easy to use scissors, concentration tops, sloping boards, specialist seating or cushions, coloured overlays

### **How will I know how my child is doing?**

- The School Inclusion Team are always visible and available at the start and the end of the day to offer you support, discuss immediate concerns and arrange appointments when needed.
- You will be able to formally discuss your child's progress at Parents' Evenings but are welcome to make an appointment to speak to your child's class teacher, Mrs Vallance or Ms Meekley.
- Your child will receive a detailed written report at the end of each academic year. In addition, all parents with children who have an identified special need, will meet with the class teacher (and in some cases, specialist teachers providing additional support) on a termly basis to review and update SEND Support Plan. This may be done during one of the formal parent's evenings that takes place during the year.

### **How can I work with the school to support my child's learning?**

- The class teacher may suggest ways of how you can support your child at home. This is in addition to home learning advice and information meetings on helping your child with reading or maths.
- You may be given specific advice to support your child's learning further during review meetings which are held to discuss progress and to set new targets for learning
- The Inclusion Team may meet with you to discuss how to support your child with strategies to use if there are difficulties with your child's behaviour or if they need additional support to improve their emotional health or well-being. This could include signposting you to a member of the Primary Behaviour Support Service or Primary Jigsaw to offer more specialist advice.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.
- If sufficient progress is made additional support may be removed.

### **What support will there be at Cheadle Heath for my child's overall well-being?**

At Cheadle Heath Primary, the well-being and pastoral support of all children is our priority. All staff are committed to an inclusive ethos in which all children will flourish. We offer a wide variety of pastoral support for pupils who are encountering emotional difficulties including:

- Members of staff such as the class teacher, Mrs Vallance (SENDCO), Ms Stonier (Pastoral Lead / Oasis) and Ms Meekley are readily available for pupils and their parents who wish to discuss issues and concerns.
- Lessons are planned for all year groups to support understanding of feelings and emotions, along with where to access support if needed.
- Mrs Vallance and the Inclusion Team work with small groups and individual children on a variety of nurturing activities, including time for children to discuss their concerns, developing social skills, and supporting transition to secondary school for some pupils that need additional time to support a successful transition.
- Specialised support for some pupils is available through Primary Behaviour Support Service and Primary Jigsaw. This can include one to one support for a number of sessions, normally taking place within the school day, along with support and advice for parents and carers.

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

- Mrs Vallance and Mrs Murphy lead Restorative Approaches consistently across all age phases, to enable children to reflect on their own behaviour and relationships with others.
- We have a positive approach to all types of behaviour management and a consistent system of rewards and sanctions. This is understood by children and staff and followed consistently.
- If a child needs support with behavioural difficulties, strategies are identified in consultation with professionals, parents/carers and pupils and are outlined in their SEND Support Plan. This is reviewed on a regular basis with the class teacher, parents/carers and the pupil. If needed, a My Plan is implemented and task sheets are used to support the child's engagement and behaviour for learning.
- Behaviour needs that are consistent or of a high level of concern are recorded on CPOMS and then referred directly to the SLT. Parents/carers are contacted so that school and home can work together to improve behaviour.
- Our administrative team works closely with the Education Welfare Officer to monitor lateness and attendance.
- The school has a structured system for following up concerns around attendance and lateness and aims to work in a supportive way to overcome obstacles to full attendance. This could include TAC (Team around the Child) meetings to support a family to improve their child's attendance.

## **What support is there for pupils with medical needs at Cheadle Heath Primary?**

- The school's Managing Medical Conditions Policy is in line with guidance from the Local Authority.
- Staff have regular training and updates of conditions and medication so that they are able to manage medical situations that may arise. This includes Asthma, Epilepsy and Diabetes training and has included training on the use of EpiPen's.
- If a pupil has a specific medical need, then a detailed Health Care Plan is compiled with the school nurse and in consultation with parents/carers.
- The SEND Lead communicates regularly and efficiently with all NHS services and paediatricians to ensure that all needs are communicated well.

## **How accessible is the school environment at Cheadle Heath Primary?**

- Our school environment is a single storey, fully accessible building which includes several rooms for small group interventions, a ramp to enable pupils with limited mobility move from one part of school to another and Oasis, our mental health and well being hub.
- We have a strong link with the Ethnic Diversity Service to enable us to support children with English as an Additional Language.
- We are always happy to discuss specific access requirements for individual children.
- The Cheadle Heath Primary School Accessibility Plan is available on the school website.

## **How will my child be included in activities outside of the classroom, including school trips, at Cheadle Heath Primary?**

- Risk assessments are carried out prior to all trips for all children. Where a child has special educational needs, there are elements of the risk assessment that apply just to them as individuals. This allows all children to participate.
- We aim for all children to be included on school trips and will endeavour to provide the necessary support, making reasonable adjustments e.g. adapted transport
- If it is deemed that an intensive level of support is required a parent or carer may be asked to accompany their child during the trip. This may apply to after school activities and events.
- A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety needs are accounted for. This may include additional one to one support to enable a child to take part in a trip.
- In the very unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be arranged that will cover the same curriculum areas. If this is the case for your child, then this will be discussed with you well in advance.

## **What specialist services and expertise are available at or accessed by Cheadle Heath Primary?**

At times it may be necessary to access services outside of school, but within the authority, to use specialist expertise. School has access to the following services:

- GPs
- School Nurse / Health Visitor
- Educational and Clinical Psychologists
- Paediatricians
- Speech and Language Therapists
- Occupational Therapists
- Sensory Support Service
- Physiotherapists
- Ethnic Diversity Service
- Signpost Young Carers
- Social Services
- School Age + Workers
- Health Visitors
- Learning Support Service (LSS)
- Behaviour Support Services (BSS)
- Parent Partnership
- Primary Jigsaw (Emotional Health and Wellbeing)
- HYMS (Healthy Young Minds)

An educational psychologist is allocated to the school. He/she normally only works with those children who have been identified as having significant additional needs have an EHCP or are in the process of an EHCP referral. The psychologist will provide advice to both parents/carers and the school once assessments and observations have been completed.



## **What training are the staff supporting children and young people with SEND / SEN had, or will be having?**

- Mrs Vallance, Ms Stonier and Mrs Murphy are qualified Mental Health First Aiders and a number of staff have 'lite' training
- All members of staff have received training to support children with additional needs within the classroom, including children with specific learning difficulties.
- All staff have received additional training on ways to support children with speech and language difficulties, autism, attachment, anxiety, dyslexia, ADHD, Restorative Approaches and some staff have received training on Motor Skills United and Language Links.
- In January 2020 all staff received training on Attachment, resilience and Trauma.
- All staff receive regular training to develop their skills in addressing pupil misconceptions in maths and literacy, phonics training and training in managing pupil behaviour.

## **How will Cheadle Heath Primary prepare my child for joining the school and transferring to a new school?**

Many strategies are in place to enable a pupil's transition to be as smooth as possible. These include:

- We encourage all new children to visit the school prior to starting so that they can become familiar with the staff and our working environment. This will include transition sessions for parents and children and home visits from staff in our Foundation Stage prior to starting school
- If necessary and appropriate, we arrange additional visits for children with specific transition needs. We are happy for parents/carers to request these.
- Foundation Stage staff are happy to meet parents for further discussion on specific needs prior to their child starting school.
- All pupils in school have transition sessions with their future class teacher during the summer term, each pupil and staff member will complete a One Page Profile for their new teacher to aid transition. Parents/carers are invited to meet their child's future class teacher at an Open Evening. Additional transition reviews for children with a high level of need and EHCP will be arranged.
- For transition to high school we liaise with the schools involved and arrange visits.
- Some children benefit from extra visits and we arrange Transition Meetings if necessary, for children with a higher level of need and EHCPs. Parents are invited to attend these. The Inclusion Team work with children who need additional support to make a successful transition to secondary school.
- We have handover meetings with SEN staff from our feeder Secondary Schools and liaise with the SEN departments of other high schools as necessary to ensure that we share our in-depth knowledge of each child with SEN.
- All relevant paper work is transferred via a safe system.

## **How are Cheadle Heath Primary's resources allocated and matched to children's special educational needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The Headteacher and School Business Manager decide on the budget for SEN in consultation with the school Governors, on the basis of the needs of the children currently in the school.
- Resources are allocated, including the deployment of staff for individual pupils or groups of pupils, based upon an assessment of needs for each pupil following pupil progress meetings.



This will include a discussion on children already receiving extra support, children needing extra support and children who have been identified as not making as much progress as would be expected.

- The allocation of our budget is monitored by the Governors and the Local Authority. All resources and training and support are reviewed regularly and changes made as needed.
- If your child receives additional top up funding from an EHCP or has access to a Personal Budget, the way in which this is spent will be planned collaboratively to ensure the best possible outcomes for the individual.

### **Who can you contact for further information?**

- The first point of contact is your child's class teacher. This can be followed with an appointment with the SENDCO (Mrs Vallance) or the head teacher (Ms Meekley) if needed.
- Members of staff from the Foundation Stage are happy to speak to prospective parents. Please contact the School Office to arrange an appointment
- You can email the headteacher at the following address: [headteacher@chadleheath-pri.stockport.sch.uk](mailto:headteacher@chadleheath-pri.stockport.sch.uk)
- You can also contact Parent Partnership on 0161 286 4230

### **What to do if I have a complaint:**

**All complaints will be taken seriously and treated with care and sensitivity.**

If you have any comments or concerns please address them to the SEND Lead or the Inclusion Team in the first instance. The majority of concerns expressed by parents are dealt with on an informal basis within the school itself. If you feel the situation isn't resolved then the next step is to contact the Headteacher. If it cannot be resolved at this stage, the parent / carer is directed to the Chair of Governors. Information regarding the formal complaints process can be found on our website.

## GLOSSARY

<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit & Hyperactivity Disorder
<b>ASD</b>	Autistic Spectrum Disorder
<b>BESD</b>	Behavioural and Emotional & Social Difficulties
<b>COP</b>	Code of Practice
<b>CP</b>	Child Protection
<b>DCD</b>	Developmental Co-ordination Disorder
<b>EAL</b>	English as an Additional Language
<b>EP</b>	Educational Psychologist
<b>FSM</b>	Free School Meals
<b>HI</b>	Hearing Impairment
<b>HYMS</b>	Healthy Young Minds
<b>IEP</b>	Individual Education Plan
<b>KS</b>	Key Stage
<b>LAC</b>	Looked After Child
<b>LA</b>	Local (Education) Authority
<b>MLD</b>	Moderate Learning Difficulty
<b>NC</b>	National Curriculum
<b>OT</b>	Occupational Therapist
<b>BSS</b>	Behaviour Support Service
<b>PSP</b>	Pastoral Support Programme
<b>SALT</b>	Speech and Language
<b>SEN</b>	Special Educational Need
<b>SEND</b>	Special Educational Needs and Disability
<b>SpLD</b>	Specific Learning Difficulty
<b>TAC</b>	Team Around the Child
<b>VI</b>	Visual Impairment