

Cheadle Village Primary School
SEND Information Report 2023-2024 (reviewed annually)
(SEND- Special Educational Needs and Disabilities)



A Definition of Special Educational Needs

A child of compulsory school age or a young person has a learning difficulty or disability if they: - have a significantly greater difficulty in learning than the majority of others of the same age, or - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

As part of the Children and Families Act (2014), schools are required to publish a document setting out the services they offer for children and young people with special educational needs. We appreciate any questions or comments you may have that will contribute to this document and to our provision for children with needs.

How does Cheadle Village Primary School identify a child with SEND?

At Cheadle Village Primary School, children are identified as having SEND through a range of monitoring strategies, including the following:

- Admissions information provided by previous schools and settings.
- Baseline assessment on entry to the school.
- On-going marking and assessment by teachers.
- Professional dialogue between staff and parents/carers.
- Liaison with external agencies.

How can parents and carers share information with the school about their child's needs?

- Talk to us if you think you may have further information for us about your child.
- Firstly, talk to one of your child's teachers.
- You can ask to speak to the Inclusion Leader, Mr. Chruszcz.
- You can ask to speak to the Headteacher, Miss Leech.
- You could speak to the Mental Health and Well-Being Lead, Miss Simpson.

We are a 'Listening School.' We build positive relationships with parents and carers. We are open and honest with parents and carers and encourage them to be so with us.

How does the school support a child with SEND?

- We identify the support your child needs from combining a range of information from professionals and parents and carers.
- Our Inclusion Leader oversees all support and monitors the progress of any child requiring additional support.
- Teachers are responsible for planning appropriate work to support your child's progress and for monitoring it.
- Your child's teachers will meet with you each term to discuss the progress of your child and to set challenging, yet achievable targets.
- Teachers are available to meet with parents and carers at a mutually convenient times at any point during the year.
- The Inclusion Leader can be available to discuss matters with you in more detail.
- EHCPs, SEND Support Plans and One Page Profiles are created collaboratively and parents/carers voice is valued and encouraged.
- All parents and carers are encouraged to contribute to their child's education. This may be through: discussion with the class teacher; discussion with Mr. Chruszcz and discussions with other professionals involved with your child.

How will the curriculum be matched to the needs of individuals?

- We promote inclusion within the classroom and minimise the need for a child to be withdrawn from their peer group.
- Staff plan personalised and differentiated work at an appropriate level so that all children are able to access learning according to their specific needs. This means that different levels of work will be set for a group of children or work may be individually differentiated.

How will your child be able to contribute their views?

- Every child who has SEND identified will have a One Page Profile, a SEND Support plan or an EHCP, these give opinions on their own learning and is central to inclusive practice.
- Cheadle Primary school promotes Pupil Voice.
- We are a listening school and we are a telling School – we encourage all children to tell us about their concerns and worries and to let us know if we can help them in any way.
- Teachers discuss targets and provide feedback to individual children.
- We use Pupil Voice for focus groups in specific areas, for example, lunchtime questionnaires. Is there a range of services that the school can liaise with?
- At Cheadle Primary School we believe that services should work positively together, sharing information and forming a consistent approach to supporting children.
- We have positive relationships with many agencies, including; GPs, School Nurse, Educational and Clinical Psychologists, Paediatricians, Speech and Language Therapists, Social Services, Behaviour Support Services, Primary Jigsaw.
- Teachers plan for the specific needs of individual children and will place children within targeted intervention groups. These groups will be monitored and assessed regularly.
- Occasionally, we may need to refer children for more expert support from outside agencies – we work closely with these agencies and ask for the views of your child in working with these agencies.

How can parents and carers work with the school to support children's learning?

- We aim to share with you the strategies which help us to work in partnership with you.
- We are happy for you to make an appointment to meet with your child's teachers or the Inclusion Leader to discuss your child's progress.
- We can offer advice and practical ways that you can help your child at home.
- We can listen to how you support your child at home and take account of this information.
- We aim to communicate regularly with you, especially if your child has complex needs.
- We regularly evaluate the effectiveness of the provision made for children with SEND.
- All children on our SEND register have a One-Page Profile and a SEND Support Plan or an EHCP.
- The One-Page Profile enables your child to tell us how they learn best, the support that they feel that they require and what they enjoy doing. This is completed in collaboration with the adults that work with them to enable them to plan lessons which will stimulate, motivate and engage your child.
- The SEND Support Plan is one which both yourself and your child, in addition to the class teacher, is able to express the strategies that enable them to learn. This will be shared with you and we welcome your input.
- If your child has a higher level of need they may have an Education and Health Care Plan. In such cases, you will be invited to a formal review meeting at which we will discuss the plan and your child's progress with you. Prior to these meetings we seek both yours and your child's views in relation to progress, achievements and further support required. Minutes of these meetings will be shared with you. Also invited to attend these meeting will be the Assessment and Review Officer from Stockport.

How does the school know how well your child is making progress?

- We measure your child's progress in learning against national benchmarks and end of year expectations as outlined in the national curriculum.
- We track your child's progress to measure if they are progressing at a good rate term on term and year on year, using a range of formal and ongoing assessments and points score progress.
- Teachers continually assesses your child and note areas where they are improving and where further strategies are needed.
Staff monitor tracking closely to identify individuals who are not making expected progress. This informs decisions around provision.
- We will set individual targets for your child and work together in achieving these. The class teacher may suggest ways in which you can support your child in achieving these at home.

What support will there be for your child's overall wellbeing?

- We are an inclusive school. We welcome and celebrate diversity. Cheadle Primary has an excellent reputation for promoting the spiritual, moral, social and cultural education of our children.
- We believe that children should develop a healthy self-image.
- We are a caring, understanding team who take the welfare of our children very seriously.
- Your child's teachers have overall responsibility for the pastoral, medical and social care of every child in their class.
- Where necessary, your child's teacher will liaise with the Inclusion Leader for further guidance and support and with parents or carer as appropriate.
- We may work alongside outside agencies such as Health and Social Services, or the Behaviour Support Service.

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

- All teachers and the Inclusion Leader discuss the children's needs and the support that will best enable them to learn.
- Different children require different levels of support and these can be quite specific to individuals. There is not a one size fits all approach.
- We take account of the ongoing dialogue that we encourage staff to have with parents or carers.

How will I know if the provision has had an impact on my child's development?

- By reviewing the strategies and targets provided by your child's teacher and through review of their SEND Support Plan or EHCP.
- We will use the Stockport SEN Standards which measures small steps in progress.
- We will measure the impact of any interventions through entry and exit data.
- We annually inform parents of their child's attainment and progress in a written report. Data provided here will show if the child is working more closely toward age related expectations.
- Children may move off the SEND register if progress is no longer a concern. If this happens it will be discussed with you. They will continue to have a One-Page Profile.

How will your child be included in activities outside of the classroom?

- At Cheadle Primary School we believe that all children should be included in all parts of the school curriculum both inside and outside of the classroom environment. We have specialist coaches, in addition to the class teacher, to support the teaching of PE and use specialist swimming teachers when we visit Stockport Life Leisure swimming baths to teach a range of abilities from non-swimmer to competent swimmers. Adults can be used in the water, where required.
- We aim for all children to be included on educational visits and will endeavour to provide the necessary support to enable this to happen.
- A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety needs are accounted for.

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How accessible is the school environment?

- At Cheadle Primary School, we regularly update our Disability Access Plan. From this we devise an action plan to address any suggestions for improvement.
- We have a strong link with the Ethnic Diversity Service to enable us to support children with English as an Additional Language.

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

- We have a positive approach to 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 and carers and pupils and are outlined in the child's Individual Behaviour Plan.
- Our exclusion rate is exceptionally low. It is reported to governors termly.
- Behaviour that is of a high level of concern is referred, in rare circumstances, directly to the Headteacher.
- Our staff work 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 barriers to full attendance.
- Our attendance figures are improving. Children receive stickers for '100% attendance' for full attendance. 100% and excellent attendance are rewarded at the end of the school year.
- Classes are rewarded for the best half-termly attendance.
- We believe that attendance is important to a child's progress. Children who attend punctually and fully, feel more included and secure.

How are the school's resources allocated and matched to the needs of a child with SEND?

The allocation of our budget is monitored by the governors and the Local Authority. The budget allocation is on a needs basis.

What training are the staff supporting children and young people with SEND had or having?

- Mr Chruszcz (Inclusion Leader) will be undertaking the National Award for Special Educational Needs Coordinator (NASENCO) in 2022.
- Miss Simpson (Mental Health and Well-Being Lead) is a trained in sand play therapy and initial counselling.
- Mrs Howard (School Business Manager) is trained in sand play therapy and initial counselling.
- All staff have received additional training on how to support children with attachment, anxiety, ADHD, Autism Spectrum Condition, Asperger's, emotional well-being and restorative approaches.
- Teaching staff have also had further training on SEND Support Plans, One-Page profiles and Behaviour Planning strategies.

How are the governors involved and what is their responsibility?

- The Inclusion Leader reports at least annually to governors to inform them about the progress of and provision for children with SEND. This report does not refer to individual children and confidentiality will be maintained at all time.
- We have two governors who are responsible for SEND and meets regularly with the Inclusion Leader.
- The Headteacher and governors agree priorities for SEND funding, with the aim that children receive appropriate support and make progress.

How will the school prepare your child for joining the school and transferring to a new school?

- We encourage you and your child to visit the school prior to starting so that they can become familiar with the staff and our working environment.
- If necessary and appropriate we can arrange additional visits for children with specific transition needs. We are happy for parents and carers to request these.
- For transition to high school we liaise with the schools involved and can arrange additional visits.

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- Some children benefit from extra visits and we arrange transition meetings if necessary for children with a higher level of need who have an Education and Health Care Plan. Parents are invited to these meetings to discuss their child's needs with staff from Cheadle Primary School and from their new high school.
- We have "hand over" meetings with SEND staff from our feeder schools and liaise with the SEND departments of other high schools, as necessary, to ensure that we share our knowledge of each child with SEND.
- All relevant paper work is transferred via a safe and secure system and follows GDPR guidelines.

How does the school manage the administering of medicines?

The school's 'Medicines in Schools' Policy is in line with guidance from the Local Authority and can be found on our website.

- Staff have regular training and updates relating to specific conditions and medication so that they are able to manage medical situations that may arise. For example, our staff are trained to respond to conditions such as asthma and diabetes.

Who can I contact for further information?

- The first point of contact is your child's teacher.
- We find that conversations with teachers are more effective if appointments are made. Quick conversations as children are coming in in the morning and leaving at the end of the day are not usually the most effective way for us to listen to you fully.
- The teacher will make time to sit down and listen to you if you arrange to see them before or after school.
- Your next point of contact is the Inclusion Leader, Mr. Chruszcz. Please ring the office and ask to make an appointment with him (0161 428 5026) or email her at Thomas.chruszcz@cheadle-pri.stockport.sch.uk
- You can also contact Parent Partnership at **07786101072**

Who should I contact if I am considering whether my child should join your school?

- Our school admin team is your first point of contact and they will be happy to help.
- They will arrange for you to visit the school and to give you a tour of our facilities.
- The Headteacher, Miss Leech, and the Inclusion Leader, Mr. Chruszcz, are all happy to meet with you to discuss your child's needs and talents. Please contact the school to arrange a meeting.

Are there a range of services with which the school and parents can liaise?

There are a number of agencies who work regularly with Cheadle Primary School. We call on these agencies when a need has been identified. These include:

- Behaviour Support Services (B.S.S.)
- Educational Psychologist (E.P.)
- Inclusion Team
- Occupational Therapy (O.T.)
- Physiotherapy
- Primary Jigsaw
- School Age Plus Worker
- School Nurse
- Sensory Support Services
- Social Services
- Speech and Language Therapist (SaLT)
- Stockport One SEND Service

These agencies work in different ways at different times depending on the needs of the child – this may involve staff training, meeting with parents or working with a child. For more information parents may wish to access Stockport's Local Offer for SEN&D children.

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>