



Cheadle Primary School SEND Information Report

At Cheadle Primary School, we are constantly looking at how we can improve the provision for our pupils. We are committed to offering an inclusive education which provides all children with the opportunities to achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum. For this to be achieved, quality teaching is essential and we actively monitor teaching and learning in the school. However, for some children, further additional support may be needed to help them achieve. This support may be sought from within school or through the involvement of outside agencies.

The information contained in this report will be regularly reviewed and updated. It takes into account the 0-25 SEND Code of Practice 2015, The Equality Act 2010 and the Children and Families Act 2014.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

What different kinds of special educational needs are identified by the staff at Cheadle Primary School?

Communication and Interaction – Children and young people with speech, language and communication needs (SLCN) who may experience difficulty when communicating with others. These children may experience difficulties saying what they want; difficulties understanding what is being said to them; difficulties understanding or using social rules of communication.

ASD –Autism

Cognition and Learning – Support for children who are experiencing some difficulties with their learning and who may require additional support or intervention. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all curriculum areas and specific learning difficulties (SpLD).

MLD – Moderate Learning Difficulties: learning at a slower pace than their peers, even with appropriate differentiation.

SLD – Severe Learning Difficulties: support needed in all areas of the curriculum

PMLD – Profound and Multiple Learning Difficulties: severe and complex learning difficulties as well as a physical disability or sensory impairment.

SpLD – Specific Learning Difficulties: Dyslexia, Dyscalculia, Dyspraxia.

Social, Emotional and Mental Health – Children and young people may experience a wide range of social and emotional difficulties which manifest in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour, e.g. anxiety, depression, self-harming, substance misuse, eating disorders, ADD, ADHD, Attachment Disorder.

Sensory and Physical Needs – Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. Specialist support and/or equipment will be required to support access to learning.

VI – Visual Impairment

HI – Hearing Impairment

MSI – Multi-Sensory Impairment

PD – Physical Disability

How do we at Cheadle Primary School know if a child needs extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress or slow progress
- Pupil observation indicates that they have additional needs in one of the four areas mentioned above
- There is a change in behaviour
- A pupil asks for help more frequently
- There is an external referral from a Healthcare Professional

Our aim at Cheadle Primary School is to identify those needs as early as possible. Every child is assessed on entry and closely monitored throughout their journey with us. We are committed to updating the training of our staff so they are equipped and knowledgeable in a wide array of areas.

What should I do if I think my child has a special educational need?

A child may be identified as having a long-term difficulty which requires continuing support or a short-term difficulty requiring a specific intervention. Our school has an 'open door' policy and if you are concerned about your child, please:

☐ talk to your child's teacher

☐ talk to the SENDCo, Mrs Satongar (appointments can be made via the School Office – (01538 714890)

☐ talk to the Head Teacher

All parents will be listened to. Your views and aspirations for your child are central to the assessment and provision which is offered by our school.

How will Cheadle Primary School support my child?

At Cheadle Primary we believe that every child is unique and we carefully tailor all support and interventions to each child's needs. As concerns are raised and discussed with parents, individuals will be monitored for a short period of time and supported in the classroom by their class teacher.

- All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners.
- The quality of teaching and pupil progress is monitored through processes including: classroom observations, discussions during Pupil Progress Meetings, ongoing assessment of progress, work sampling, scrutiny of planning, meetings with SENDCo, and pupil and parent feedback.
- Pupils with a learning need/disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum, which are outlined on their individual Learning Passport.

- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evening. These targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in half termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership Team.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model in line with the Graduated Response document.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the adapted teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- SEN support will be recorded on the class provision map that will identify a clear set of expected outcomes, which will include SMART targets. These targets will be shared with parents and the children and be regularly monitored by the class teacher and SENDCo. Termly meetings will be held with parents to discuss these targets and the progress made towards them. Parents are paramount to the success of their child's education and we encourage all parents to attend these valuable meetings and share their thoughts, worries and concerns in a supportive environment.
- If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil.
- For a very small percentage of children, whose needs are significant and complex, and the provision required to meet their needs cannot reasonably be provided within our school resources, a request will be made to the Local Authority to conduct an assessment of their Education, Health and Care needs. This may result in an Education, Health Care plan. (EHC)

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

All achievements are good achievements and here at Cheadle Primary School, we provide children with a rich, balanced curriculum accessible to the individual.

Teachers plan lessons and activities according to the current levels of attainment within their class. Adapted teaching is very important as it means that children can access the learning at their own level. When a child has been identified as having special needs, their work may require further adaptations by the class teacher to remove barriers to learning, enabling them to access the curriculum more easily and be successful.

All interventions are matched closely to each child's level of need. A trained Teaching Assistant will usually teach interventions and, with the class teacher, will closely monitor progress and outcomes, which will support the next steps in learning.

Appropriate specialist equipment may be used, if necessary, in consultation with outside agencies.

Reasonable adjustments will be made for children. Our teachers also think carefully about the organisation of their classroom, ensuring that all sensory needs are effectively catered for.

How do we involve parents?

At Cheadle Primary School we strongly believe that children are the most successful when school and parents work together.

- Parents are encouraged to contact their child's class teacher regarding any concerns/queries they may have
- Communication through their child's contact book.
- Make an appointment with the SENDCo by ringing the school office - (01538 714890)
- Termly meetings to discuss their child's intervention targets
- Attendance at parents' evenings, parents workshops and open days
- Through your child's report

We have also developed a SEND Parents Working Group that meets once a term to discuss the provision on offer at CPS. As a group, we are constantly seeking out new opportunities and strategies to support all children in school to reach their full potential. Any parent is welcome to join the group, please contact Mrs Satongar (SENDCo) if this is something you are interested in becoming part of.

How will the staff at Cheadle Primary help me to support my child?

- An initial discussion with your child's class teacher will suggest further ways in which you can support your child's learning.
- Mrs Satongar, the SENDCo, can meet with you to further discuss how to support your child.
- Miss Bould, our ELSA (Emotional Literacy Support Assistant) may meet with you to discuss the emotional support your child may need.
- If external agencies are involved, they may suggest further strategies and resources to help your child.
- We organise a number of parent workshops during the year with the aim of providing parents with more information about the curriculum and suggestions regarding ways to help your child.
- Your child's progress will be closely monitored to ensure that any intervention or extra support given is being effective.

Which other agencies may be supporting my child?

Cheadle Primary School works closely with a number of agencies to ensure the best possible provision for your child. These include:

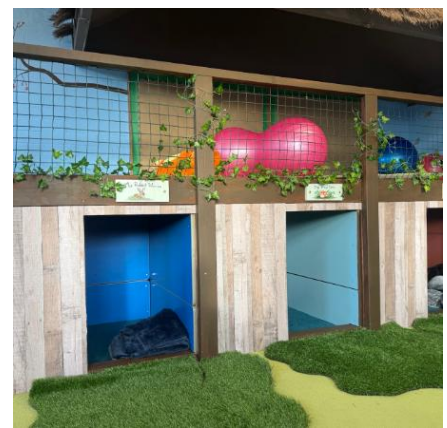
- Special Educational Needs and Inclusion Service (SENIS)
- Behaviour Support Service
- Autism Inclusion Team
- Deaf/ Hearing Inclusion Team
- Vision Inclusion Team
- Educational Psychologist Service
- Educational Welfare Officers
- Social Services
- CAMHS (Child & Adolescent Mental Health Service)
- Younger Minds
- New Era
- Moorlands SEND Hub
- Occupational & Physiotherapy services
- SEDIS

If a referral is made, with parental consent, an initial meeting will be arranged. This will offer a multi-agency approach to support your child's progress.

What do Cheadle Primary school offer children with (SEMH) social, emotional and mental health difficulties?

At Cheadle Primary School we are committed to providing the highest quality of education to all learners. We recognise however that some children will experience social, emotional or mental health difficulties that may impact upon their ability to learn. Unfortunately, mental health difficulties experienced by children are on the rise across the United Kingdom and the wider world.

We have developed a bespoke environment for all children to utilise in times of need, affectionately known as the Treehouse. It is fully equipped with sensory dens and lighting to create a positive and calm atmosphere for the children.



Cheadle Primary School Mental Health & Wellbeing Offer

Our support for your children in this area follows the same graduated response.

- Initially, a conversation with your child's class teacher, and/or the SENDCO will take place to address your concerns.
- We then utilise in-class strategies to reduce anxiety and support your child within their classroom base by making adaptations and allowing access to resources or strategies to support them.
- We have an ELSA (Emotional Literacy Support Assistant) in school who can work 1:1 with children regarding a range of needs – self-esteem, bereavement, self-image, etc... This support last for half a term or 6 sessions and then the child transfers the taught strategies back into class. Our ELSA then may 'drop-in' at certain times to ensure your child continues to use the taught strategies and that they continue to progress.
- We also have a Mental Health in Schools Practitioner (MHST) who offers a range of support. Whole class education, working with parents directly to support their children and also offering workshops to support staff and families.
- If school feel your child's emotional needs are more complex than a referral to Child and Adolescent Mental Health Services (CAMHS), or other support agencies, will be completed with the permission and support of parents.
- If you feel that your child is suffering from any social, emotional or mental health need, or would like any more information on what is available, please contact our SENCo, Mrs Satongar via the school office on 01785 714890.

Cheadle Primary School is currently embarking on becoming a Trauma Informed and Attachment Aware school. Our staff are trained in recognising the signs of attachment needs and equipped in supporting children with their differing and sometimes complex presentations. If you feel your child has experienced trauma, or may have attachment needs please do contact Mrs Satongar to discuss this further.

What training has been available for staff supporting children with SEND?

Cheadle Primary School is committed to providing staff with meaningful, up-to-date training to reflect the needs of the children in our school at a specific time.

In the last three years' school staff have received a range of training.

Awareness training has been provided to all staff on:

- How to support pupils with dyslexic tendencies
- How to support pupils on the autistic spectrum
- How to support children with ADHD
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- How to support pupils with medical issues such as diabetes, asthma, anaphylaxis and epilepsy
- How to support pupils who may need lifting
- Bespoke training in how to support individual needs within school
- How to support children with Attachment needs
- Understanding the effects of adverse childhood experiences (ACES)
- How to support children who appear anxious
- How to support bereaved children

Enhanced training has been provided to certain Teaching Assistants on:

- Read, Write, Inc
- Fasttrack phonics
- Wellcomm
- ELSA
- EPATT Literacy & Numeracy
- Dyslexia Gold
- Dyslexia Screeners
- Sandwell, BPVS & YORK assessments

Training is constantly reviewed and revisited to ensure our staff are fully equipped to support your child's learning and reduce barriers.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate. This is completed in consultation with parents/carers, school and outside agencies, where necessary.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required then a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff.

How will my child be prepared and supported through transition periods?

At Cheadle Primary School we understand what a stressful time moving schools can be for everyone involved. Therefore, many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

On entry into the Foundation Stage:

- Parents/Carers/Children are invited into school for a preliminary visit to look around the school.
- Parents/Carers are invited to a meeting at the school so that they can meet the Foundation stage team, know what to expect and share any concerns.
- A planned programme of visits during the summer term is devised
- 'Stay and play' sessions for all parents and children who are starting school in the September.
- Home visits from Foundation staff
- Nursery visits from Foundation staff.
- Assessment data is transferred from all nurseries to our Foundation Stage team.
- Multi agency meetings to support the transition of children with additional needs.

Mid-Year Transition from another setting

- All parents/carers and children are offered a tour of the school and a discussion with the Head teacher.
- Wherever possible, a planned programme of transition and pre-visits are arranged between the past school, current school and parents/carers. However, if this is not an option, all information is collected from the previous school and telephone conversations held between relevant members of staff if necessary.
- Children meet their class teacher separately on their first morning at CPS. This allows time for them to get to know one another and to answer any questions about life at CPS. The child is then introduced to their new class by their class teacher and a 'buddy' identified to offer further support.

Moving into a new class:

- Children have the opportunity to meet their new class teacher and peers in the next classroom environment during 'transition' days in the summer term.
- Individual transition opportunities are available for children who may need more support/longer periods of transition/specialised transition etc. Your child's class teacher will talk to you about this if it is necessary.
- If required, transition meetings between the parent, current teacher and the next teacher in the Summer term to ensure a smooth handover of information regarding your child.
- All SEND children have a learning passport, created by the SENDCo with the child's and/ or parent's input. These passports outline the reasonable adjustments required for that child. These passports are provided to your child's new teacher to ensure a seamless transition of information and the continuation of good practice from one class to the next. Learning passports are reviewed annually, or before if necessary.

Transition to high school:

As our children go on to a number of different high schools, the Year 6 class teachers and the SENDCo work closely with the teachers/SENDCo's of all the surrounding high schools to ensure that transitions work as smoothly as possible.

Currently our transition arrangements here at Cheadle Primary School are:

- All information is transferred to the child's next school including current academic levels, personal information, procedures, Learning passports, Provision Maps & care plans.
- A representative from the high schools comes in to school to discuss children, groupings, friendships and any other issues and to talk to children about high school, including any worries or anticipations.
- Parents of children with SEN, have the option to meet with the SENDCO at the high schools to discuss any issues during their open evenings or through liaising with us.
- A transition photo book is made with children if required.
- All children have an opportunity to spend time at the high schools and a teacher from our school accompanies them. However, if your child has a specific need (either educational or pastoral) then extra visits are often arranged.
- If your child has an EHC, then a transition review is held prior to the transition to the next school. At this meeting, transition arrangements are discussed, the school is specified and any additional information is discussed.
- If your child is transitioning to a specialist school, then visits will be arranged with the parents and children prior to transition. Lengthy conversations will take place between schools, families and the local authority to ensure the most appropriate provision has been sought. The details of this move will have been documented as part of a child's annual EHCP review and form part of a statutory process where the local authority will make the final decision during a county panel process.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget; The Pupil Premium funding for pupils whose needs meet certain criteria. In addition, for those pupils with the most complex needs, the school can apply for an Education, Health & Care Plan (EHCP) This funding is then used to provide the facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants.
- Small group support from teaching assistants e.g. nurture groups, English and Maths support.
- Bought in support from external agencies
- Provision of specialist resources e.g. assessment tools
- Training relating to SEND for all staff

How is the decision made about how much support my child will receive?

This decision is made for each individual, as all children's needs may be different. We look at:

- the progress your child is making
- the type of difficulties your child is experiencing
- participation and accessibility to learning
- multi agency advice and guidance

For pupils with SEND but without an Education Health Care Plan, the decision regarding the support required will be taken jointly between the class teacher, SENDCo and Senior Leadership Team. These are reviewed regularly, with decisions being based upon tracking of pupil progress and as a result of assessments made, including those by outside agencies if appropriate.

For pupils with a Statement of Educational Needs or an Education Health Care Plan, this decision will be reached when the plan is being produced by the Local Authority or through the annual review.

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

This will take place through:

- Discussions with the class teacher.
- During discussions with the SENDCo or other professionals.
- During parental consultations.

Dyslexia Friendly

Cheadle Primary School is a Dyslexia Friendly school. This means that we offer:

- Understanding of dyslexic difficulties
- Understanding of dyslexic strengths
- Specialist training for staff
- A whole school approach through quality first teaching
- Inclusive practice
- Support for all children with difficulties

How accessible is the school environment?

Our Accessibility Plan is regularly reviewed and is available on our school website. We are now 100% accessible with the installation of new stair lift to access our DT learning space.

Measures are in place to enable access for all children and parents, which include:

- ramps to school entrances
- disabled toilets in both buildings for children and visitors, hoist systems and full-size changing beds
- clear signs around school and a regularly updated fire evacuation system in place.
- lifts in both buildings to change level
- the outside area is accessible from anywhere in the buildings without the need to use a lift

We are happy to discuss any individual access requirements.

What if my child has a medical need?

For all medical needs, we endeavour to follow the Local Authority policy, the DfE guidelines included within "Supporting pupils at school with medical conditions" (DfE 2014) and our own school policy.

- If a child has a medical need, then a detailed Health Care Plan is compiled in consultation with parents/carers and if appropriate, the children themselves. These are discussed with all staff involved with the child and are reviewed annually or earlier if necessary. Teachers have copies of Care Plans in classrooms.
- Where necessary, and in agreement with parents/carers, prescribed medicines may be administered in school where a signed parental agreement form has been completed and agreed in consultation with the head teacher.
- Regular training in the administration of certain medicine is given to all staff as necessary.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or have a comment, query or complaint then please feel free to contact your:

- Child's class teacher
- Head teacher - Mrs Pickles
- SENDCo - Mrs Satongar – sendco@cheadle-primary.staffs.sch.uk
- SEND Governor – Mrs Walster
- SENDIASS – Staffordshire Family Partnership <https://www.staffs-iass.org/home.aspx>
- Staffordshire Connects – Support groups for parents of children with SEND
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>
- Appointments with school staff can be made through the office:
Telephone: 01538 714890
Office email: admin@cheadle-primary.staffs.sch.uk

What are the aims of the SEND policy at Cheadle Primary School?

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Mental and Emotional Health
 - Sensory/Physical.
- To request, monitor and respond to the views of parents/carers and pupils in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperation and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The Local Authority's Local Offer can be found at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

The Local Authority's Graduated response document can be found at:

https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=J9rS4V94_r4

We hope that you find this useful and please do not hesitate to contact the school if you have any further questions.

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