



Edleston Primary School
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SEN INFORMATION REPORT

REVIEW DATE September 2024

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
	Developmental Language Disorder
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Ruth Astles

She has 20 years' experience in this role here at Edleston Primary and at her previous school in Manchester. She is a qualified teacher.

The SENCO is allocated 1 day a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Training is also sought from Outside Agencies including Springfield Outreach, Cheshire East Autism Team and Speech and Language Therapy Services.

Teaching assistants (TAs)

We are fortunate in school to have a number of highly skilled TAs in school:

- 7 TAs supporting pupils in classes, including one higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.
- 1 TA who provides support programs for some of our EAL pupils
- 1 Apprentice TA
- 1 ELSA TA who is also undergoing MeLSA training
- 6 SEN Support Assistants supporting EHCP pupils
- 1 Lead Behaviour Professional who supports parents, pupils and staff.

All our teaching assistants are trained to deliver a number of interventions and catch-up programs.

In the last academic year, TAs across the school have been trained in ELSA, MeLSA, Draw and Talk, Autism Awareness, Sensory Processing, Supporting Pupils with Complex Needs, Developmental Language Disorder and ongoing support from external agencies.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

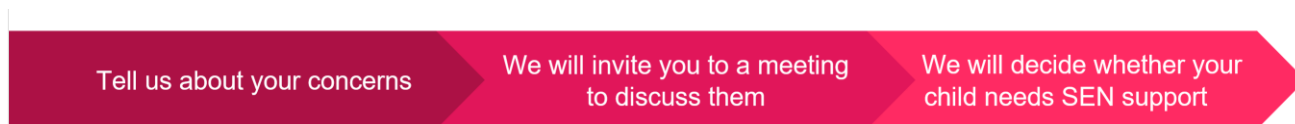
- Speech and language therapists
- Educational psychologists
- Cheshire East Autism Team
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at First Concerns or SEN Support on our register.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO who will be in touch to discuss your concerns.

You can also contact the SENCO directly. senco@edleston.cheshire.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This may be through their recorded work or through observations of behaviour.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support through interventions to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, CEAT or a paediatrician.

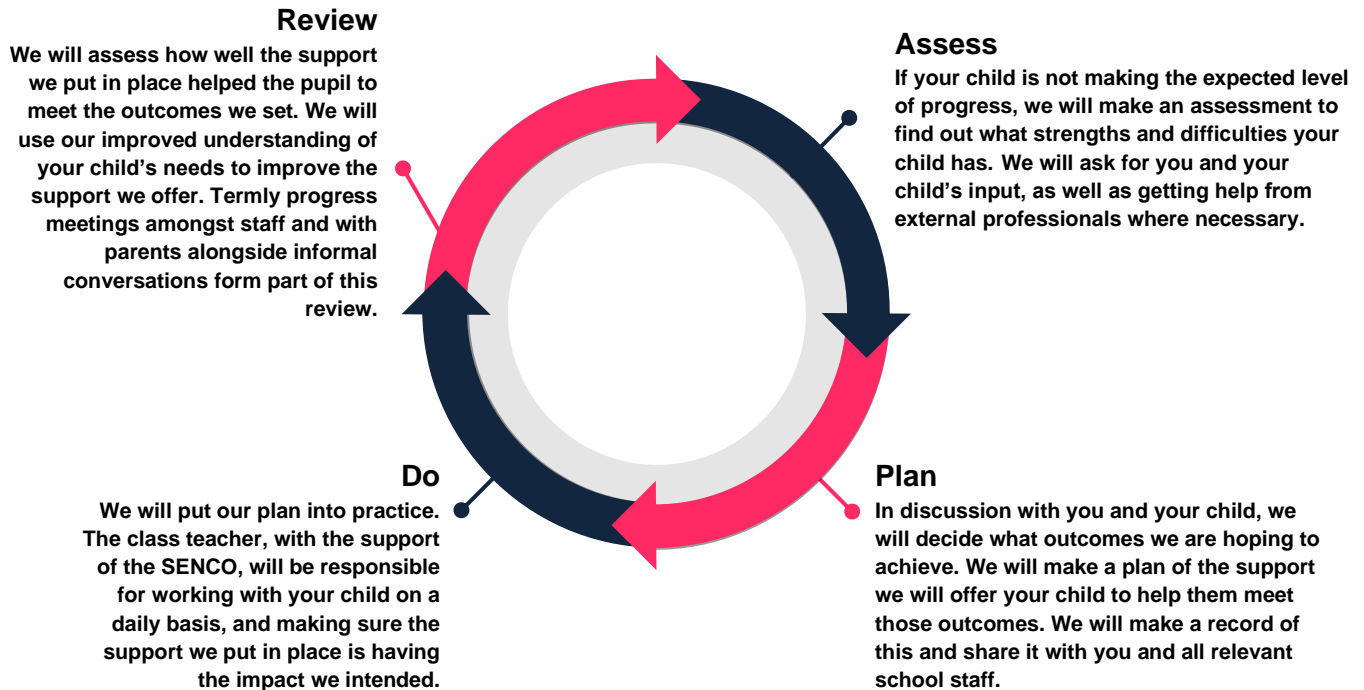
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be informed of the outcome at the earliest opportunity.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class teacher will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

The school accessibility plan provides further information on how our disabled pupils participate in the curriculum.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when required
- Teaching assistants will support pupils in small groups when as appropriate

We may also provide the following interventions:

- Personalised misconceptions

- Draw and Talk
- Lego Therapy
- Catchup Maths
- ELSA
- MeLSA
- Toe by Toe
- Precision Teaching
- Motor Skills Support

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Cheshire East Autism Team Visual timetables Social stories Visual Cues TEACCH activities
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Catch Up Support Educational Psychology MeLSA Bespoke Support
	Moderate learning difficulties	Bespoke Support
	Severe learning difficulties	Educational Psychology Springfield Outreach
Social, emotional and mental health	ADHD, ADD	Quiet workstation Visual Cues
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA Lego Therapy Draw and Talk
Sensory and/or physical	Hearing impairment	Sensory Support Service

	Visual impairment	Limiting classroom displays Sensory Support Service
	Multi-sensory impairment	Multi-disciplinary Approach
	Physical impairment	Bespoke Support

These interventions are part of our contribution to Cheshire East’s local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that’s the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school sports clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day, school plays, celebration assemblies and local events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our Admissions Policy was written with reference to and in consideration of the school's Disability Equality Scheme.

Assessment includes consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

If a child has an education Health Care Plan, naming a particular school, they are required to be admitted to that named school.

Governors reserve the right to offer an earlier place for a child with SEN if deemed necessary.

Should we receive more applications than places we have available, the place will be offered to the application that we receive first. All applications are sent to us from Cheshire East admissions. We will not accept applications directly from the applicant or family.

If there is a midyear application from a child with Special Educational (and/or medical) Needs, transferring from another school, it is the governors' policy to bring this application to the attention of the Admissions Committee for discussion before a place is allocated.

13. How does the school support pupils with disabilities?

Our Accessibility arrangements are outlined in our Accessibility Plan. All our pupils have access to a broad and balanced curriculum through adaptations being made according to need. These include:

- Adaptations to the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide.
- Curriculum Resource adaptations to meet special educational needs and known disabilities.
- Facilities used to help disabled pupils access your school, including the provision of auxiliary aids and services supported through the Cheshire Sensory Service.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school well-being group
- Pupils with SEN in Year 5 are also encouraged to be part of playleaders to promote being active, teamwork and building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through pupil questionnaires/interviews,
- We run interventions for pupils who need extra support with social or emotional development – both internally and through external support such as counselling and Mentally Healthy Schools
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by following KiVA procedures

15. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule transition sessions with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

It may be appropriate to hold an Action for Inclusion Meeting with the current and new schools, parents and any external agencies.

Between phases

On entry to Reception, class teachers will meet with Early Years Providers to gain transitional information. Action for Inclusion meetings will be held to put transition in to place where appropriate. In very **exceptional circumstances**, where it is in a **pupil's best interests**, there may be a need for a temporary transition timetable to meet their individual needs. School will follow Cheshire East's guidance for Part time timetables. <https://www.cheshireeast.gov.uk/schools/school-attendance/part-time-timetables.aspx>

When transitioning to Year 7, the SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Possible additional settling in sessions at the new school, this is at the discretion of the new school

16. What support is in place for cared for and previously cared for children with SEN?

The Headteacher will work our SENCO, to make sure that all teachers understand how a cared for or previously cared for pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are cared for or previously cared for will be supported much in the same way as any other child who has SEND. However, cared for pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

To find out about disagreement resolution and mediation services in our local area, please contact Cheshire East Information Advice and Support (ceias@cheshireeast.gov.uk).

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Cheshire East Local Offer. <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

Our local special educational information advice and support team (CEIAS):

<http://www.ceias.cheshireeast.gov.uk/home.aspx>

Local charities that offer information and support to families of children with SEND are:

Ruby's Fund: <https://www.rubysfund.co.uk/>

Caudwell Children: <https://www.caudwellchildren.com/>

Visyon: <https://www.visyon.org.uk/>

Hopes and Beams: <http://hopesandbeams.org/>

Daisy's Dream: <https://www.daisysdream.org.uk/cheshire-east>

Wishing Well: <https://www.wishingwellproject.co.uk/>

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

- › **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil’s needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages