



# **CHEETWOOD COMMUNITY PRIMARY SCHOOL**

## **Special Educational Needs & Disability Information Report 2022-23**

**Date: January 2023**

**Reviewed: Annually**

**Headteacher: Ellie Clark**

**Acting SENDCo: Mirela Spooner**

**Cheetwood Community Primary School**  
**SEND Report – January 2023**

<b>Key Information 2022 -2023</b>	
Head teacher	Ellie Clark
Acting SEND Coordinator (SENDCo) in school	Mirela Spooner
Contact details	Tel: 0161 8342104
SEND Governor	Rev Christine Threlfall
Where to access the school's SEND policy	School website Teaching and Learning/ Policies
Where to access the Local Authority's SEND offer	<a href="https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=dAj4dwQrXXw">https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=dAj4dwQrXXw</a>
<i>The Local Offer provides information for children &amp; young people with special educational needs (SEND) &amp; their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health &amp; social care.</i>	
Where to access the school's Accessibility Plan	Teaching and Learning/ Policies

***Since the introduction of the SEN Code of Practice (2014), the governing bodies of maintained schools must publish information on their websites about the implementation of the governing body's policy for pupils with SEND (Special Educational Needs and Disability). This report will be updated once a year.***

### **1. How we identify if a child needs additional support**

At different times in their school career, a child or young person may have a special educational need. The 2014 Code of Practice defines SEND:

**“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age: or (b) have a disability which prevents or hinders them 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.”**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. The Special Educational Needs and Disabilities Coordinator (SENDCo) will support with the identification of barriers to learning. We have a range of assessment tools available, and choose the most suitable for your child.

There are various reasons why children require additional support: they may have been absent from school; they may have attended different schools and not had a consistent opportunity to learn; they may be worried about different things that distract them from learning; they may be new to the country and the English language. This does not mean that all vulnerable learners have SEND – for example, having English as an additional language does not mean that a child has SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

At Cheetwood Community Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene.

**2.What kinds of needs can be supported at our school?**

Children with a range of special educational needs are supported at our school and we strive to ensure that every child makes progress and is prepared for their next stage of learning. Children who are identified with Special educational needs will be placed in one or more of the areas of need. If we feel we cannot meet your child’s special educational needs, we will tell you. Our view will be supported by information from professionals outside the school. Please understand that your child’s well-being and education are our first priority. If we say we cannot meet your child’s needs it is because as a school, we are not able to provide specialist provision. However, we will work with you and support you to identify or access a more appropriate provision.

Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
Cognition and learning	Support for learning difficulties or specific learning difficulties maybe required when children and young people learn at a slower pace than their peers, even with appropriate differentiation, high quality teaching and a graduated approach
Social emotional and mental health.	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying disruptive behaviour
Sensory and/ or 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 the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habituation support.

Occasionally we will request for input from other professionals. We may need to recruit additional staff or buy specialist equipment in order to meet the child's needs. In a situation where one of our children requires a more specialist provision and does not have an Educational Health Care Plan (EHCP), we will advise accordingly, however as a school we do not have the power to make this decision. It would be a decision made by parents, the child or young person and with advice from external professionals, usually by applying for a statutory assessment.

### **3.How we consult with parents and children to involve them in their education?**

At Cheetwood we ensure that assessment and provision for educational needs directly involves the learner and their parents/carers at all stages of the process. If there is ever a concern that a child may have special educational needs, the class teacher will first raise their concerns with the parents/carers, to gain their views and insight into the child's needs and to see if the concern is shared by the parents/carers.

When a child is identified as having SEND, the teacher (with support from the SENDCo) will create an Individual Support Plan to specify the learning that the child requires that is additional to, or different from, those of a typical child of their age. The Support Plan will have targets that are made with the child and a meeting held with the parents to discuss the plan and make any amendments so that the child, parents/carers and teachers are confident the provision meets the child's needs. The Individual Support Plans are reviewed with the child and parents termly to discuss how they feel they have made progress, what has gone well or may need to be changed. This is followed by the creation of a new Individual Support Plan. The Individual Support Plans will be reviewed more frequently in cases where the child's progress indicates that the plan or targets have been achieved and are no longer suitable.

Children with SEND are consulted through pupil voice, mentoring and child centred approaches to reviews of Individual Support Plans and EHCPs. Should a child have higher needs, we may involve specialist agencies to work in partnership with the school, such as Speech & Language, Educational Psychology or the Child and Adolescent Mental Health Service (CAMHS). Prior to this involvement, parents and children will contribute to the information on the referral. We have a Speech and Language Therapist in school once a fortnight to work with children and staff to ensure the provision meets their needs.

All involvement with specialist agencies works closely with parents/carers and the child. Where applicable, both the SENDCo and pastoral support work alongside families and third parties, such as social services or healthcare to ensure a holistic approach to supporting pupils' needs.

### **3.How do we communicate and work in partnership with parents of children with SEND?**

We work closely with all our parents to ensure that all pupils are making progress. Working in partnership with parents of children with SEND is part of this process.

- We communicate regularly and informally through face to face meetings or virtual meetings (Google Meet/ TEAMS), phone calls and letters and quick informal chats at the beginning and/or end of the school days as and when needed.
- Parents can arrange to see the class teachers and/or SENDCo when they are concerned and would like a longer discussion.
- We hold a parents' meeting to discuss the identification of a child's needs and the desired outcomes that need to be worked by everyone involved.
- Issue annual school reports (summer term).

- Handover meetings to new class teacher, that outline pupil's needs and how they are best supported.
- Provide parents with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any child with an EHC plan.

#### **4. How do we enable children with SEND to make decisions about their education?**

All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through

- Verbal/ visual feedback
- Pupil voice
- Evaluations
- Annual review child questionnaire-may be adapted.
- Involving children in parents evening
- Feedback in workbooks.
- Target setting / assertive mentoring meeting discussion

#### **Children with SEN support**

Children with SEND Support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become better prepared for adulthood. These outcomes are decided with pupils and with parents during meetings and discussions. The outcomes and the additional support needed to help the children achieve them are recorded termly as a plan on our school provision map. A date for reviewing the success of these plans will be set and should happen at least termly. Please make sure that you come to any meetings as this is the best way we can work together with you. If you need help to get to the meeting, or you need someone to help you (e.g. a translator) then we can try to arrange that too if you give us some notice.

#### **Children with an EHC plan**

In addition to termly review meetings we also hold an Annual Review Meeting. We work with the parents and children to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the children's views in this meeting in as appropriate a way as possible through completing Child View forms, inviting children to the review meeting and/or sharing their views and workbooks. Staff work with children and parents to gather the up to date views. These views are presented to the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults' involved and important information about their happiness and aims in life. Children can attend the whole of the Annual Review meeting if they wish – or just state their views.

#### **5. How do we help children with transition to another school or moving between phases of education?**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. At Cheetwood Community Primary School we are committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND.

Whenever any child moves to another school we always pass on school records to the new school along with a receipt as proof of delivery.

If a child has SEND needs we also:

- Pass on SEND records (securely) to the new school including SEND support plans, or EHC plans.
- Liaise with the SENDCo/ year group leader of the new school to clarify any information necessary,
- If needed we may organise extra visits to the new school or deliver activities to help prepare the child/children for the transition through their SEND support plan or EHC plan.
- Hold early annual reviews
- Invite the new school to the last annual review of a child with an EHC plan and a transition plan can be set up as part of this meeting.

### **Moving into a new year /or phases of education**

- Moving classes will be discussed with you and your child at their summer term review meeting and an individual transition schedule will be arranged on an individual basis led by the needs of the child.
- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher (this may include the SENDCo).
- Transition to secondary schools will be discussed during Year 5 (EHCP children) to ensure time for planning and preparation.
- Transitions to the new classroom with new staff and teachers.
- Transition Group intervention for Year 6 children going onto High School with our Pastoral Care staff in school.

### **6. How are adaptations made to the school to help children with SEND**

We believe that the best approach for all learners is first quality, targeted teaching in a nurturing environment where all children and adults respect each other's right to equality and education. Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Teachers plan activities and use strategies in regards to the specific needs of all groups of children in their class.

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops and iPads, visual timetables, larger font, etc.
- Differentiating our teaching and making reasonable adjustments, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Strategies and targets agreed by professionals to be implemented in class as part of first quality teaching.
- Environmental checklists to be completed annually.
- Opportunity for sensory breaks.
- Visual timetables.
- Work stations and spaces for small group or 1-1 work.
- Clear start and finishes in tasks and activities, using now and next boards.
- Graduated approach-assess, plan, do review.
- Positive behaviour reward systems
- Nurture room activities, such as social group work, mentoring and buddying to support.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on individual learning needs, and is put into place to overcome barriers which may prevent learning taking place. Children with EHCPs may have bespoke curriculums, depending on their individual needs. An ever-changing provision map is kept and evolved as our learners and their needs change.

Examples of additional interventions include:

- The use of ELKLAN communication strategies and techniques across all staff in the school
- Ican Communication Resources such as, Communication Cookbook, Early Talk and Talk Boost are used to identify and target individual speech and language development in EYFS and KS1.
- Nessy Reading and Spelling, a reading program online that was developed for dyslexia, but supports all who are targeted to develop or catch up on reading and literacy skills.
- Dynamo Maths, a Maths program online that was developed for dyscalculia, but supports all who are targeted to develop or catch up with maths skills.
- 5 min box and Toe to toe – 1-1 literacy interventions aimed at children with specific literacy difficulties including dyslexic tendencies.
- Reading Eggs phonics and reading programme (EYFS/KS1).
- Phonics interventions are used to support the development of early reading and writing in targeted groups as identified by class teachers.
- We run social communication groups across KS1 and KS2 that develop social interaction skills to support those with autism or communication and social confidence needs.
- Our head of pastoral care runs several play therapy and nurture-based interventions focussing on self-confidence, self-esteem and emotional resilience.

## **7. How we will assess and review pupils with SEND progress towards outcomes**

In the creation of a child's Individual Support Plan and provision for their needs, we use the 'graduated response' in accordance with the 2014 SEND code of practice to assess and review the progress of pupils with SEND. It is a cycle of 4 stages:

1. **Assess:** we assess the child's progress against current targets. We assess using a variety of tools based on the learners needs, including teacher observation, the national curriculum, Development matters, Goodman's Strength and Difficulties Questionnaire and the Boxall profile. We may also involve specialist agencies.
2. **Plan:** we use the information from the assess phase to plan what the child's targets are and what provision needs to be in place for them to achieve it. Advice from specialist agencies is used if they have been involved.
3. **Do:** This is the phase where the interventions and provision is put in place to achieve the new targets. This is the longest of the 4 stages.
4. **Review:** In this stage we look at how the interventions and provision has worked for the child – what has gone well and what might need changing. After the review stage, the cycle repeats. This ensures that our provision changes in accordance with the child's progress and changing needs.

### **8. How we evaluate the effectiveness of the provision made for pupils with SEND**

At Cheetwood monitoring progress is an integral part of teaching and leadership. We follow the 'graduated response' model to ensure the correct provision is in place to meet a child's needs. Pupil progress meetings take place every term. Most interventions run for 6-12 weeks which means that we maintain a fluidity of pupils entering and exiting interventions. Our aim is to provide the majority of pupils with short interventions that have a high impact at the right time so they can continue to work at the required level within their class groups. Some pupils need longer term interventions to support learning. The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We also take part in local moderation groups, so we can ensure that our judgements stand up to scrutiny. Our school data is also monitored by the Local Authority and Ofsted. If a learner has an Education Health and Care Plan (EHCP), the same termly review conversations take place, but the EHC plan will also be formally reviewed annually. The SENDCo reports to the governors on a termly basis.

### **9. How we train our staff who provide support to pupils with SEND & the existing expertise they have**

We value first quality teaching for all learners and actively monitor teaching and learning within the school. Staff are provided with training and updates regarding SEND provision. We work closely with specialists where specific needs are identified and staff are sent externally for training in that area: e.g. Autism, Moving and Handling, Mental Health, and Speech and Language training. We also value the skills and expertise of staff within our school. Where a specific skill is identified that meets the needs of our pupils, we create in-house training to share expertise and good practice within our staff.

### **10. How we encourage and enable pupils with SEND to engage with activities available to pupils with no SEND requirement**

All learners should have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our school office to discuss specific requirements. During 2022-2023 we are offering a range of additional clubs, activities and roles. These include sports clubs, sports leaders, school council, music and art activities and our 'Peer Mediators'. These can be found in our quick links on the home page of our web site.

All staff at Cheetwood Community Primary School are made aware of the school's Equality Policy (reviewed annually) and of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

**"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."** Section 1(1) Disability Discrimination Act 1995.

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

At Cheetwood we ensure that all pupils have access to extracurricular and enrichment activities including those with SEN and disability and make reasonable adjustments to ensure their participation.

We have an Accessibility policy which we review annually. Access to both school buildings and all rooms is suitable for wheelchair users and those with mobility needs. There are disabled toilet facilities in both school buildings. We have worked closely with other support services (when needed) such as, Manchester Sensory Support Service and Lancasterian Outreach and Inclusion Service and physiotherapy to support children with sensory and mobility needs to ensure that we are doing everything necessary to provide full access to the curriculum.