



CHEETWOOD COMMUNITY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Approved by the Governing Body

06/12/2023

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To be reviewed: Autumn Term 2024

Our Vision

Cheetwood Community Primary School aims to provide outstanding teaching and leadership within a safe high quality environment which inspires learning. We are an inclusive learning community which promotes and celebrates high achievement and allows everyone to reach their full potential. Our success is built on mutually supportive partnerships between pupils, staff, parents/carers, governors, the community and other agencies.

At Cheetwood Primary School, a significant proportion of pupils require additional support to address one or more barrier to learning. Sometimes, pupils need to be supported for a short period of time to help them overcome a particular transitory difficulty. Other pupils need continuous support throughout their whole time at school.

This school believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which promote high achievement and personal development for each individual. The wide diversity of the school's population is valued as a rich resource, which supports the learning of all. At Cheetwood, we recognise a pupil's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

Statement of Intent

Cheetwood Community Primary School believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

The policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities. The school will work in partnership with the LA in ensuring the following principles underpin this policy:

- The involvement of pupils, carers and parents in decision making
- The early identification of pupil needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between Education, health and social care services to provide support.
- High quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents/carers over their support.
- Successful preparation for adulthood, including independent living and employment.

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1. Legislation and guidance

This policy and the SEND School Offer are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

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

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Children Act 1989
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- UK General Data Protection Regulation (GDPR)
- DFE (2018) Mental Health and wellbeing provision in schools
- DFE (2021) School admissions code
- Data Protection Act 2018
- Health and Care Act 2022
- Keeping Children Safe in Education 2023
- Equality and Human Rights Commission (EHRC) 2015 'Reasonable adjustments for disabled pupils

2. Aims

This SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Ensure that the needs of pupils with SEN are accurately identified and effectively met so that all pupils are able to achieve and develop to meet their potential as individuals and members of the community

Through the application of this policy we aim to:

- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEN
- Make sure that additional support is well targeted, using both in-class support and more targeted personalised interventions
- Use the most appropriate resources to support learning, ensuring that the development of pupils' literacy skills has the highest priority
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEN to ensure that we are providing equality of educational opportunity and value for money.
- Ensure compliance with national SEN policy and the SEND Code of Practice 2014.
- Work closely with the LA and comply with locally agreed policies and procedures.
- Ensure all staff implement the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every pupil including those with SEN.
- Ensure any discrimination or prejudice is eradicated.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements at all levels.
- Work in partnership with parents /carers in supporting their child's education.
- Guide and support all school staff, governors and parents in SEN issues.
- Meet the individual needs of all pupils irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- Provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- Involve each pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy.
- Provide support and advice for all staff working with special educational needs pupils

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The Interim Inclusion Lead is Mr Nordon. c.nordon@cheetwood.manchester.sch.uk The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Work with the Designated Teacher for LAC and Inclusion Lead to ensure best practice
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Advise on the graduated approach to providing SEND support
- Be familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family

4.2 The SEN Governor

The SEN governor is Alicia Hutchinson. The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher is Ellie Clark. The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy
- Moderate learning difficulties

It should be noted that some children will have needs in more than one area

5.2 Identifying pupils with SEN and assessing their needs

Cheetwood adopts a graduated approach to assessing SEN and will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Teachers may employ a range of strategies to support pupils they think are experiencing barriers to learning, for example:

- Working with pupils 1:1 or in small groups and delivering high impact teaching sessions (HITS)
- Support from a teaching assistant in class
- Specific learning interventions during the school day or out of hours
- Providing additional resources e.g. visual timetable and practical resources
- Support from the school's pastoral team

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected attainment and progress, and the wishes of the parents and, where appropriate, the pupils. We will then 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 the pupil is thought to require something additional that is different from the rest of the class, advice from other agencies or specialist teachers may be sought.

Whilst it is clear that the purpose of identification is to work out what action school needs to take, it is not our purpose to fit a pupil into a category. At Cheetwood, the needs of pupils are identified by considering the whole child, not just her/his special educational needs.

All barriers to learning, which may impact on progress and attainment, will be taken into full consideration. These are not considered SEN, for example:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Pupils and parents are involved in termly discussions about attainment and progress during assertive mentoring meetings. Parents of pupils with SEN are also invited to attend a termly child centered review with the SENCO, Class Teacher and other professionals that maybe supporting their child. Views of parents and pupils are gathered using consultation and pupil voice activities.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The record of meetings and pupil SEND targets and plans are stored on a system called Provision Map. This is a paperless system that allows data to be safely stored, is accessible to staff via a password protected log in. This will be shared with parents/carers of SEND pupils at parent and review meetings.
- Where progress is satisfactory or an agreed level is reached, it may be that the pupil no longer needs formalised arrangements and will no longer be registered as SEND.
- Accessibility and Personal Care Plans are written for those children who need adaptations made to access the school environment or where special arrangements are made for their personal care or equipment used in school.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

The graduated approach and the four-part cycle of assess, plan, do, review, means:

The class teacher will liaise and work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant/appropriate

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Assessment of pupils is ongoing and it informs teaching and learning for all pupils. During termly pupil progress meetings, held between the class teachers and the Headteacher, the attainment and progress of individual pupils is reviewed. This includes the social and emotional aspects of learning as well as the academic areas. At key transition points during the school year parents/carers are provided with the opportunity to attend assertive mentoring meeting with their child's class teacher where they are provided with a detailed report outlining their child's progress, attainment and targets

Most pupils who are judged to require SEN support will then have their needs outlined in an Individual Education Plan (IEP). The class teacher will write this in partnership with parents and the pupil and they will agree and record: what the child finds difficult, what their targets are, what they need to do to achieve them and who will help them to achieve their targets. IEPs are reviewed and evaluated in October, February and June.

Once a term there is a two week period in school where time is set aside for each class teacher to meet with the SENCO and discuss all pupils with SEN and any others they have concerns about. During this period the SENCO also meets with all parents of pupils with SEN to conduct a child centred review.

Together with the class teacher and the pupil, progress towards personal targets is evaluated and the next steps for learning and support are agreed.

Following these meetings, the SENCO then meets with professionals from other agencies to discuss any pupils that are causing concern. These external agencies such as Speech and Language Therapy, Health and Educational Psychology may offer additional advice on ways to support pupils and the best course of action is agreed. In some cases a termly multi-agency or 'Team Around the Child' meeting may be recommended involving parents/carers, the pupil, classteacher, SENCO and all of the professionals involved with the case. This ensures that a rigorous and child centred cycle of action is put in place to improve outcomes for the child.

If this cycle is not effective in improving outcomes and a pupil's needs are judged to be complex, persistent and beyond the provision that school alone can offer, school may request a statutory assessment from the Local Authority (LA). The LA will then commission and coordinate a multi-agency assessment of the pupil's needs.

Pupils and young people who the statutory assessment team judge to have significant SEN will have an Education, Health and Care Plan (EHC plan). The EHC plan will bring together the views of education, health and social care with parents/carers and outline the strengths, needs and provision required for the child/young person. The EHC plan will be reviewed annually and stay with an individual from age 0-25 years. EHC plans usually involve the LA providing extra funding for the child and may include a recommendation for a move to a more specialist setting. The LA always consults with parents when considering the type of school they would like their child to attend and the school SENCO can offer practical support (including visits to alternative settings) to parents if requested.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to in line with our Data Protection Policy.

At Cheetwood every effort is made to ensure transition times are successfully managed. Pupils will spend time with their new teacher in their new class at the end of every year. The class teachers have transition meetings with the next teacher where SEN pupils will be discussed.

The SENCO will have individual meetings with the SENCOs of high schools to where pupils with SEN are transferring and SEN records are passed to the high schools. Additional visits with a learning mentor can also be arranged to reassure pupils and parents/carers about transition. The SENCO from the high school will always be invited to annual reviews of a child in Y6. Pupils with SEN often participate in enhanced transition activities including extra transition and orientation days at the receiving high school and taking part in sessions to prepare them for the move to high school.

5.6 Support for SEN pupils and their families during the admissions process

Pupils entering the nursery have a home visit and teachers also liaise with any previous setting the child has attended. In addition, school receives information from health visitors that can help to identify the additional support a child and their family may need. If a child is identified as having additional needs the SENCO will coordinate a meeting to ensure that there is an enhanced transition process and that any adaptations in provision or the school environment are identified and put in place. This may include the SENCO conducting additional home visits or observations at other schools or nurseries. We have established protocols in place for managing the transition of pupils with complex needs and examples of good practice have been shared with other settings.

The school also closely observes and assesses pupils in the first half term as there can be pupils that have not previously been identified as having a special need that are in need of additional support. In consultation with parents these pupils are then assessed in more detail by the specialist teachers and professionals employed by school so that interventions and support can be put in place. At this stage school may also seek the involvement of other agencies or outreach support from specialist provision. Admission for pupils joining Cheetwood outside of usual transition points also involves a personal meeting with families and follows the same process.

5.7 Our approach to teaching pupils with SEN

Teachers are 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 pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Communication and Interaction	Cognition and Learning
Early Talk Talk Boost Visual timetable Talk for writing Narrative Therapy Colourful Semantics Derbyshire Language Programme Social Communication programme Early Language group Specific Language Intervention Speech and language therapy Acquisition of English support (EAL not SEN)	Precision teaching Nessy programme Mr Marvel's Memory Group Hickey Programme Word wasp Launch the Lifeboat Toe by Toe Additional Letters and Sounds Inference training Additional guided reading Looking and Thinking 5 minute phonic box
Social, Emotional and Mental Health	Sensory and Physical
Mentoring by the pastoral team Think room Therapeutic play Anger Management Social Skills Development Emotional Literacy Anti-bullying support groups Confidence and self-esteem building Team building Friendship groups Bereavement counselling Play Therapy Referrals to CAMHS	Hearing Impairment Service support Visual Impairment service support Motor Skills groups Sensory Stories Risk Assessments for individual pupils with medical needs.

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Designing our curriculum to ensure all pupils have access to it.(Using a variety of approaches to suit learning styles).
- Differentiating our curriculum to ensure all pupils are able to 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, visual timetables, PECS, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Making provision and adaptation, where appropriate for assessments.

5.9 Additional support for learning

There is a highly experienced team of staff at Cheetwood who work together to support pupils with SEN.

- **Interim SENDCO: Craig Nordon will cover sustained absence of substantive SENDCO**
- **SEN Governor:** Alicia Hutchinson is the SEN link between school and the governors.
- **Head of Pastoral Care:** Rachel Fisher coordinates pastoral support and delivers a range of interventions including therapeutic play and play therapy.
- **Inclusion Teacher:** Mirela Spooner will oversee provision map and ensure quality of interventions
- **Class teachers:** ensure that tasks are appropriate and accessible for all pupils, provide high impact teaching sessions (HITS) for vulnerable learners including those with SEN and provide parents with home learning support
- **Teaching assistants:** run interventions with individuals or groups as needed, support pupils with SEN in accessing the curriculum and run pastoral interventions with individuals or groups as needed.

As part of our support for all children in school we have regular opportunities to consult with support services and health agencies through a multi-agency approach. We also contract in highly trained staff that can offer specialist support to individuals and groups of pupils. These additional professional services include:

- **Speech and Language Therapy:** School is able to make referrals to the NHS speech and language service if there are concerns about a pupil's speech sounds or language and communication. Cheetwood also funds additional speech and language time and Leighann Farrell (speech and language therapist) is in school one day a week to deliver speech and language therapy, for pupils with high level of need. Leighann also completes assessments, writes individual learning plans, provides reports for multi-agency meetings and offers support and training to class teachers and parents.
- **School Health Nurse:** Can advise on any health issues and has access to medical records.
- **Health Visitor Team:** Can offer advice, home visits and targeted support for pupils aged 3-4
- **Sensory Support team:** Provides Cheetwood with Hearing Impairment and Visual Impairment staff to support pupils with sensory loss.
- **Educational Psychologist:** Audrey Johnson assesses pupils to identify SEN and advises how pupils can best be supported.
- **Child and Adolescent Mental Health Service (CAMHS)** School can refer directly to CAMHS if there are concerns over a child's mental health and well-being.
- **Specialist Support schools** The school works closely with specialist teachers from other settings including:

Camberwell Park offers outreach support to school by suggesting strategies and providing resources for pupils with a wide range of SEN.

The Grange offers outreach support for pupils with autism.

Bridgelea offers outreach support for pupils with social, emotional and mental health needs.

The school also accesses outreach support for pupils in our foundation stage from specialist teachers and education psychologists at **Rodney House School**.

- **SENCO Network:** The school is an active member of the SEN professional network and works with leaders from other Manchester schools to ensure that the provision offered meets best practice

recommendations.

5.10 Expertise and training of staff

At Cheetwood we recognise the importance of ongoing training and professional development. The SENCO has a wealth of experience in the role and holds the recognised leadership qualification for SENCOs (NASENCO).

Training has also been provided for teaching and support staff, including: supporting pupils with autism, supporting pupils with sensory processing difficulties, assessing speech and language need, speech and language development, colourful semantics, Early Talk and Talk Boost and using SEN data management software. More bespoke coaching and training is also provided depending on the needs of individual cohorts.

5.11

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Conducting child centered SEN reviews each term
- Reviewing the impact of targeted provision by measuring progress within the relevant assessment systems for the named intervention
- Using pupil questionnaires and voice activities
- Consultation with parents
- Lesson observations including whole class teaching, group interventions and 1:1 targeted support
- Using information from data management systems such as Target Tracker (attainment and progress) and Provision Mapper (IEPs and Targeted Provision)
- Holding annual reviews for pupils with EHC plans
- Evaluating impact of teaching and learning during staff appraisals
- Evaluating the progress towards numerical targets during staff appraisals

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At Cheetwood equality is one of our core values and ensuring that all pupils have the same opportunities runs through all of our policies and practice. In addition there are a wide range of activities and provisions in place preventing pupils with disabilities being treated less favourably than others, including:

- Inclusion and diversity week activities
- Differentiated activities in physical sessions
- Individual health and support plans for pupils
- Whole school participation in barrier free sport such as goal ball
- Adaptations to ensure pupils are included in educational visits and residential stays
- Celebrating and promoting positive role models including paralympians
- Policies and plans to ensure quality of access and provision – these are monitored and evaluated as part of the school's cycle of school improvement
- Governors with responsibility for equality and inclusion
- Pupil voice and consultation activities

The school has an equality policy and in line with the Equality Duty has published equality objectives which show how the school is working towards achieving the three aims of the Equality Duty. The objectives are reviewed annually and can be found on the equality page of the school website, along with the equality policy.

The school's accessibility policy has been developed fully compliant with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010.

School will:

- Make reasonable adjustments to avoid putting disabled students at a substantial disadvantage
- Provide an accessibility plan for increasing the accessibility of the school for disabled students. The plan is structured to complement and support the school's Equality Objective and is reviewed annually. It can be found on the Equality page of the school website and will be made available upon request to any current parent/carer or prospective parent/carer who requests it. We will also hand this plan to any parent/carer of a disabled child who makes an enquiry about a place for their child at the school.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors paying due regard to their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

5.13 Support for improving emotional and social development

School recognises the importance of providing high quality support so that all learners can make progress in personal, social and emotional areas of learning. Ensuring that teaching and learning supports pupils' development in this area is embedded within quality first teaching and all staff receives training to develop their skill, knowledge and understanding in this area of the curriculum. The school's head of pastoral care is a member of the senior leadership team and has responsibility for promoting personal development, behaviour and welfare.

Pupils that may need additional support are identified during termly pupil progress meetings or can be referred directly to the head of pastoral care.

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

- Providing Rights Respecting framework
- Providing whole class PSHE lessons or offering bespoke lessons relating to cohort specific issues
- Providing target support through interventions such as wise behaviors, anger management, team building and social skills
- Providing individual mentoring and therapy
- Providing a differentiated approach to behavior management and access to an inclusion room for more vulnerable learners
- Providing opportunities for pupil with SEN to take on leadership roles in school such as house captains and sports crew
- We have a zero tolerance approach to bullying

5.14 Working with other agencies

Cheetwood is committed to working with a wide range of multi-agency professionals that support pupils with SEN and their families.

The Local Authority website lists names and contact numbers of support organisations and information for Parents, Carers and professional. This is known as the Local Offer.

This is the website address: www.localoffer@manchester.gov.uk

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If this does not resolve the issue the SENDCO will become involved. If further intervention is required or requested, parents/carers will then be referred to the complaints procedure within the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first- tier SEND

tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

5.16 Contact details of support services for parents of pupils with SEN

SENDIASS(Special Educational Needs Information and Advice Support Service), is a body that is independent of school and can offer parents support and advice. They may be able to signpost you to other supporting agencies. They are always available to you and there doesn't have to be a problem for you to contact them. However, they will support independently if there is a dispute between school and/or the Local Authority and other services. School encourages this relationship and will work with families and supporting organisations to find solutions and resolve any problems or disputes.

www. sendiass@manchester.gov.uk

Here at Cheetwood we greatly value the contribution that parents/carers make to our school community. The commitment to developing positive partnerships with parents/carers runs through all aspects of school life and is considered to be a strength of the school.

Consultation with parents/carers plays a vital role in ensuring that their views are represented and used to inform school improvement, so every year there is a planned cycle of consultation activities. The school also consults with pupils using a variety of pupil voice activities. Over the past two years this has included a whole school consultation on inclusion and more focused work with parents of pupils with SEN. The views of all pupils, including those with SEN, were also involved in the consultation process. Evaluations on consultations undertaken at Cheetwood are published on the school website.

5.17 Early Help Assessment (EHA)

Early Help is a support service that has been introduced into schools to offer advice and practical help on a wide range of issues ranging from housing, finance, health, education, parenting and emotional wellbeing. School already works with a range of professionals from other agencies such as speech and language, health, housing and other community services, so Early Help is just a way of bringing this together in an individual plan for families.

Early Help helps parents/carers to recognise what's going well, where they may benefit from extra help and who is the best person to work with them and their family to make this happen. The person parents will be working with is often a member of the school staff so it will be someone known to the parent who they will already have a relationship with. Sometimes families ask for specific specialist help, for example with housing issues, and on these occasions a case worker from the Manchester Early Help Team will be asked to join the team.

Some of our families, including parents of pupils with additional needs, have already benefited from the support Early Help can offer and we anticipate that we will be working with even more families in future. If you would like to find out more about Early Help please contact your child's class teacher.

Further information on Early Help is available in the parents/carers' area of the website.

If your child has a special educational need or disability there are drop in sessions throughout the city where you can get help and advice. For further information call:

The Specialist Resource Team 0161 219 2125

5.18 Contact details for raising concerns

Craig Nordon Interim SENCO c.nordon@cheetwood.manchester.sch.uk

Ellie Clark Headteacher head@cheetwood.manchester.sch.uk

5.19 The local authority local offer

The local authority's local offer is published here: [Manchester.gov.uk/sendlocaloffer](https://manchester.gov.uk/sendlocaloffer)

Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

Links with other policies and documents

This policy links to the school's policies on:

- Accessibility plan
- Behaviour
- Anti -Bullying
- Equality information and objectives
- Supporting pupils with medical conditions
- Data Protection