

23/06/2015



Cheadle Primary School Information Report

Completed: May 2017

Review: May 2018

<p>Kinds of Special Educational Needs that are provided for at Cheadle Primary School</p>	<p>The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 :</p> <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, emotional and mental health difficulties• Sensory and/or physical needs
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Completed: June 2015

Reviewed: June 2016

Information about the school's policies for identification and assessment of pupils with SEN	<p>Pupils are identified as having SEN and their needs assessed, through :</p> <ul style="list-style-type: none"> • Information passed on from Nursery/ KS1/previous schools • EYFS and KS1 results, baseline testing and progress data • Feedback from staff and observations • Interventions not showing impact • Referrals from parents • Outside agencies such as EP, PBSS, SALT
The school's approach to teaching pupils with SEN	<p>Provision for SEN pupils includes :</p> <ul style="list-style-type: none"> • Quality first teaching, with appropriate differentiation • Extra adult support where appropriate • Provision through interventions • Personalised provision through adapted resources
Evaluating the effectiveness of the provision made for pupils with SEN	<ul style="list-style-type: none"> ▪ Individual assessments are completed termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Governors' Raising Standards Team which includes the governor with responsibility for SEN ▪ The Inclusion Leader reports annually to the Governing Body and the SEN Information Report is posted on school's web site

<p>Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review</p>	<p>These arrangements include :</p> <ul style="list-style-type: none"> • The Graduated Approach - Assess Plan Do Review • Data tracking • Support plans and ECHP reviews; • Observations and follow up • Parents' Meetings
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>The curriculum /learning environment may be adapted by :</p> <ul style="list-style-type: none"> • Groupings that target specific levels of progress and attainment • Differentiated resources and teaching styles • Appropriate choices of texts and research projects to suit the learner • Access arrangements for tests • Additional adult support
<p>Support that is available for improving the social, emotional and mental health of pupils with special educational needs,</p>	<p>Pupils are well supported by :</p> <ul style="list-style-type: none"> • An anti-bullying policy and a Behaviour Management Policy • Targeted support for individual pupils • Behaviour Support Service • Primary Jigsaw • School Council • Pupil Voice • PSHE/SEAL themes

<p>In relation to mainstream schools and maintained nursery schools, the name and contact details of SEN Co-ordinator</p> <p>Name and contact details of SEN Governor</p>	<p>Inclusion Leader: Miss King School Telephone Number 0161 428 5026 debra.king@cheadlepri.stockport.sch.uk</p> <p>SEN governor: Mrs. Angela Morrall School Telephone Number 0161 428 5026</p>
<p>Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.</p>	<ul style="list-style-type: none"> • SENCo has completed the SENCo qualification (Diploma) • Effective use of adult support for English and Mathematics • Training re: SALT, ADHD, ASD, Code of Practice, specific learning difficulties Attachment, Mental Health etc. is provided for staff on a basis of current need within school. • Specialist expertise is procured from external services - such as LSS, PBSS, SALT, OT, ASD, EP support, Primary Inclusion, EAL support, CAMHS, the school nurse
<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<ul style="list-style-type: none"> ▪ Support services ▪ Equipment and resources will be purchased through the school budget as required ▪ Pupil Premium as directed by the school

<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<ul style="list-style-type: none"> • Telephone • Open door policy and appointments with staff • Parents' Meetings • Parent Partnership • SEN reviews
<p>The arrangements for consulting young people with special educational needs about and involving them in, their education.</p>	<ul style="list-style-type: none"> ▪ Pupil Voice ▪ School Council ▪ Written annual reports ▪ Annual Reviews ▪ SEN reviews
<p>Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>Use of the local authority complaints procedure</p>

<p>The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>Parent Partnership http://www.pipstockport.org/ Tel: 0161 286 4230 Local Offer: http://www.stockport.gov.uk/atozindex/sendreform/localoffer/</p>
<p>The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education.</p>	<ul style="list-style-type: none"> ▪ Transfer to High School - liaison with High School staff ▪ Transition arrangements - less transition (every 2 years), early transition, adult support ▪ Multi-agency transfer meetings
<p>Information on where the local authority's Local Offer is published.</p>	<p>http://www.stockport.gov.uk/atozindex/sendreform/localoffer/ http://stockport.fsd.org.uk/kb5/stockport/fsd/home.page</p>
<p>Further places for information</p>	<p>http://www.stockportcypdisp.org.uk/ http://www.councilfordisabledchildren.org.uk/</p>