

## **Annual Report to Parents and Carers about Special Educational Needs and/or Disabilities 2017-2018**

Schools have a duty to report annually to all parents and carers on the provision for Special Educational Needs and/or Disabilities (SEND).

The Special Educational Needs and Disability Code of Practice: 0 to 25 years provides statutory guidance for organisations which work with and support children and young people who have Special Educational Needs and/or Disabilities

Under this Code of Practice, a child or young person has Special Educational Needs and Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, Special Educational Needs 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.

The Special Educational Needs Code of Practice lies at the heart of the school's SEND Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. It divides SEND in to four areas however children can have needs in any number of these areas:

- Cognition and learning
- Communication and Interaction
- Social, emotional and mental health
- Sensory and/or physical

The support that is available for children with SEND is outlined in the schools Local Offer, which can be found on [cheadlehulmeprimary.org.uk](http://cheadlehulmeprimary.org.uk) under the 'Curriculum; SEND' tab. This report provides comprehensive and accessible information about the support available to children and young people with SEND at Cheadle Hulme Primary School.

Provision for children with SEND is based upon the school responding to each child's individual needs. All levels of provision follow an ongoing cycle of '**Assess, Plan, Do and Review**' in order to consider whether the provision is having the intended impact against the desirable outcomes for the individual child.

The SEND Code of Practice outlines a graduated approach (continuum of need) to SEND in securing what is 'additional to' and 'different from' that which is available for all pupils and doing this as part of the cycle of planning, teaching and assessing for all pupils. When a child is experiencing difficulties in making expected progress, we will provide additional support to enhance quality teaching.

### **Home School Partnership**

If you are concerned that your child may have a Special Educational Need, please make an appointment to meet with your Class Teacher in the first instance. We fully appreciate that you know your child best and we will listen to your concern and then agree a way forward together. If your child's Class Teacher has concerns, they will contact you to discuss the matter and to put together strategies to support your child. At this point a 'first concerns' form will be completed by the Class Teacher and parents together. This may involve taking advice from the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) and you will be kept informed and consulted at all stages of this process (with your child, if appropriate.)

### **In-School Support and Monitoring**

Pupils with identified Special Educational Needs and Disabilities are identified and supported in a range of ways at Cheadle Hulme Primary School:

- **First concerns**

This category allows the school to identify children who teachers and/or parents have concerns about in any of the four areas of the Code of Practice. Once identified, the progress of these children is monitored more closely so that we can respond to their needs quickly and reduce the risk of them becoming a child with SEN. If there is still concern about a child, Class Teachers will complete a 'Graduated Response' in the area of concern to ensure inclusive Quality First Teaching (QFT) is taking place.

Recommendations made by the SENDCo ensure the curriculum is appropriately adapted and learning environment is suitable. Consideration is then given for the need for targeted intervention. The support/intervention may be for a short period of time during the course of the year, but is in addition to that of their peers.

- **SEND Support Plans (SSPs)**

These are used in a process of 'Assess, Plan, Do and Review' to target additional support that will help a child make expected progress. Specialist advice may be sought to provide strategies to support learning. Typically children who receive between 3 and 12 hours a week will have their progress tracked on an SSP.

- **Education Health Care Plans (EHCPs)**

EHCPs support children who require the highest level of support, which typically means over 12 hours per week. The plan seeks the advice of specialists such as Educational Psychologists, Health Care professionals and Speech and Language experts. It outlines annual outcomes for the child based around the four areas of need outlined by the Code of Practice.

### **Policy**

The SEND Policy is formally reviewed by the Governing Body every 3 years. It was last reviewed in the Spring Term of 2018. It is available on the school's website.

### **SENDCo**

The School SENDCo is Elise Drake.

### **Annual Review**

The children who have an EHCP and SSP contribute to their annual review by answering a series of questions which are documented alongside the views of their parents and teachers. Children are invited (where appropriate) to attend the review meetings.

### **Progress of pupils with SEND**

The progress of pupils with SEND is reviewed on an individual basis during termly Pupil Progress Review Meetings and at SEND Support Plan Reviews which are typically held every term. PIVATs are used to measure the progress of pupils whose progress cannot be measured meaningfully in relation to the National Curriculum interim frameworks.

### **Deployment of staff and resources**

We are continually reviewing how we deploy our Teaching Assistants (TAs) and how best to use this most valuable asset. TAs provide different types of support depending on each child's individual needs. This ranges from individual/group support in class to bespoke interventions and social skills support.

Some children are supported in small groups and sometimes 1:1 by Special Educational Needs Teaching Assistants (SENTAs) and mainstream Teaching Assistants. These children also benefit from a range of interventions that are available in school, Maths, reading, writing interventions and Reception Literacy Programme.



## **Staff Development**

We encourage all staff to continue their professional development throughout their career with us. The SENDCo attends relevant training and in turn delivers any relevant/ subsequent training to the school staff. Teaching Assistants are trained both in-house and by attending relevant courses.

## **Equality, Disability and Accessibility**

Cheadle Hulme Primary School has a Disability Equality Scheme and Accessibility Plan. This was reviewed in May 2018 The Accessibility Plan is available on the school's website.

The Equality Policy was reviewed in September 2017. This is a Trust Equality Policy, school specific equality duty objectives are published and are on the school website in line with statutory requirements.

All staff at Cheadle Hulme Primary School recognise the importance 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' to ensure equal opportunities.

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 her/his ability to carry out normal day-to-day activities."

Section 1 (1) Disability Discrimination Act 1995: Our school is committed to making reasonable adjustments to ensure participation of all children, including those with SEND, within the curriculum and with extra-curricular activities.

## **Queries and Concerns**

Any queries/ concerns about SEND provision should be raised with your child's Class Teacher in the first instance. If your concern is not resolved we would recommend contacting the Head of School. If you remain unsatisfied you can follow our Trust Complaints Procedure which is available at [www.laurustrust.co.uk](http://www.laurustrust.co.uk).

**If you have any questions about the content of this report, please contact the SENDCo through the School Office.**