



CHEADLE  
HULME  
PRIMARY SCHOOL

# SEND Information Report

## Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type

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<b>Name of Setting</b>	Cheadle Hulme Primary School	
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent <input type="checkbox"/> Other (Please Specify)	
<b>Specific Age range</b>	4-11 years	
<b>Number of places</b>	September 2023 403 Pupils with an additional 60pupils each academic year following with a capacity of approx. 460	
<b>Which types of special educational need do you cater for? (IRR)</b>	<input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in	

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

## Our Local Offer for Special Educational Needs and/or Disability

### Questions from the Parent/Carer's Point of View:

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#### Identification

##### **How will you know if my child or young person needs extra help? *(IRR)***

Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff receive a regular programme of training to support them in the identification of and provision for SEND. Early identification is paramount, and therefore staff working in school monitor the children's progress carefully. Class Teachers discuss concerns and seek support and guidance from the SENDCo.

Concerns are initially raised with the school SENDCo who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class based support approaches, for example advice might be offered to the Class Teacher in order to support differentiation for the pupil. For some pupils, in addition to the class based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support.

##### **What should I do if I think my child or young person needs extra help?**

If you have concerns about any aspect of your child's education the first port of call should be your child's Class Teacher. Class Teachers are usually available at the start or end of the school day and are happy to make appointments if you require a longer discussion. The Class Teacher may then seek the involvement of the school SENDCo. Alternatively, the school SENDCo can be contacted directly.

##### **Where can I find the setting/school's SEND policy and other related documents? *(IRR)***

The school's SEND policy and other relevant policies can be found on the school website [www.cheadlehulmeprimary.org.uk](http://www.cheadlehulmeprimary.org.uk)

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### Teaching, Learning and Support

#### How will you teach and support my child or young person with SEND? *(IRR)*

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class Teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

The school has a range of intervention programmes available to support children who require support which goes beyond class based approaches. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists. In some cases, these specialists might work in school with the child.

Where additional levels of support are required, a School Focus Plan (SFP) is created and this will outline the desirable outcomes for the child and the provision required to meet these. School, parents and the child will generate this plan together. Parents of a child with an SFP will have 3 additional meetings a year to review their child's SFP in line with the plan, do, review approach outlined in our SEND Policy.

#### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

All Class Teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, Class Teachers will be aware of the pupil's areas of strengths and areas of need, and will make every effort to accommodate these. For example, for those with language processing differences, visual supports may be used to accompany auditory information. Where learners are working at an attainment level below that of their peer group class teachers adapt teaching to ensure that gaps in learners' knowledge are covered. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, Class Teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENDCo. All additional provision for pupils with SEND is overseen by the school SENDCo, and monitoring of these pupils' progress takes place at regular update meetings held between class teachers and the SENCO.

#### How are the setting, school, or college's resources allocated and matched to children or young people's needs?

In order to ensure that quality first teaching approaches, which are the first stage of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. additional computer software, writing slopes and alternative seating. For those requiring provision additional to class based approaches, funding facilitates the school's

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### Teaching, Learning and Support

range of intervention programmes. In some cases, it might also be used to provide additional human resource e.g. Learning Support Assistants. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on Education Health Care Plans or EHCPs). The SEND budget is the responsibility of the Executive Head, Head of School and SENDCo and regular discussions and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. Further details can be found in the school's SEND Policy on [www.cheadlehulmeprimary.org.uk](http://www.cheadlehulmeprimary.org.uk)

### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

When children's needs are initially identified a discussion takes place between teachers, parents and pupils. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupil needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support / provision needed, but when necessary the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of the Local Authority and/or external agencies to support the decision making process.

### How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

The school can access a range of equipment and facilities (e.g. differentiated reading materials, writing slopes and coloured overlays) to support pupils with SEND and the school SENDCo makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

### How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by Class Teachers, and they are usually best placed to identify where progress is falling or excelling. For learners with the most significant needs, daily contact with families takes place, for example through informal conversations or sometimes in home-school books. For children who have an SFP or an EHCP, the parents, SENDCo and/or Class Teachers meet for termly updates and parents are welcome to attend these. Parents are welcome to seek additional appointments to discuss their child's progress as required.

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### Teaching, Learning and Support

#### How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written, video or audio means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties. In these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

#### How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The school's SENDCo/Head of School along with the Executive Head Primary undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought annually and collated to inform decisions about future provision.

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### Keeping Students Safe and Supporting Their Wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is paramount. Where risks are identified measures are taken to limit these, for example supervising a child more closely during play and lunch times. When deemed necessary, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the Class Teacher, Health and Safety Lead and SENDCo.

#### What pastoral support is available to support my child or young person's overall well-being?

##### **PASTORAL**

We recognise that pupils with SEND can experience a range of social and emotional issues. We have a whole school focus on social and emotional wellbeing through our PSHE curriculum. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families.

##### **FRIENDSHIPS**

All children in school are supported to develop positive relationships with their peers. For those pupils who find this more difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff.

##### **PEER / SIBLING SUPPORT**

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. Sometimes this takes place in an open manner, enabling peers to ask questions and learn about the needs of their class mates. At other times this takes a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school.

##### **BULLYING**

We hold a clear position on bullying; all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and Class Teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved. Further details can be found in the school's Behaviour and Anti-bullying Policy on [www.cheadlehulmeprimary.org.uk](http://www.cheadlehulmeprimary.org.uk)

#### How will the setting, school or college manage my child or young person's medicine or personal care needs?

##### **ADMINISTRATION OF MEDICATION**

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the First Aid room where medication is kept in a locked cupboard. Medicine is then administered by a trained First Aider who signs to acknowledge correct administration. In some cases,



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### Keeping Students Safe and Supporting Their Wellbeing

pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers and epi-pens). When this is applicable, a clearly identifiable safe place in the classroom is chosen, and the location of the medication is detailed on the pupil's Medical Care Plan.

#### **TOILETING**

Learning Support Assistants support pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting, for example, pupils usually stand whilst changing nappies, and are encouraged to take as active a role as they can, and pupils who are developing verbal skills are provided with a range of strategies to help them communicate toilet needs. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil's toileting needs.

#### **PRIVACY AND DIGNITY**

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections and bodily application of medical creams), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g. checking blood sugar levels). Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils.

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

#### **SHARING OF MEDICAL INFORMATION**

For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are stored with the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency.

#### **MEDICAL APPOINTMENTS**

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the Class Teacher in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home, at other times it is possible to arrange for appointments to coincide with subjects in which the pupil is stronger. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

#### **TRAINING**

Many Learning Support Assistants are paediatric first aid trained and where necessary the school seeks out relevant training to address the specific needs of pupils.

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### Keeping Students Safe and Supporting Their Wellbeing

#### What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, we have access to a range of interventions to support pupils experiencing difficulties with emotions or relationships.

#### What support is there for behaviour, avoiding exclusions and increasing attendance?

##### **BEHAVIOUR**

The school has a clear Behaviour and Anti-bullying Policy on [www.cheadlehulmeprimary.org.uk](http://www.cheadlehulmeprimary.org.uk) which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key "trigger points" during the day, for others this may involve a "time out" arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupils whose behaviour is a challenge, is to firstly understand this behaviour. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

##### **EXCLUSION**

It is very rare that we would consider exclusion for any pupil. Information about exclusion is part of the school's Behaviour and Anti-Bullying Policy, which can be found at [www.cheadlehulmeprimary.org.uk](http://www.cheadlehulmeprimary.org.uk)

##### **ATTENDANCE**

We take active steps to achieve outstanding levels of attendance and attendance is closely monitored. We work closely with families where attendance is of concern to find holistic ways to improve the situation.

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### Working Together & Roles

#### What is the role of my child or young person's class teacher?

The Class Teacher has the overall responsibility for pupil's learning and their day to day well-being in school. They are the first port of call for pupils and parents and are responsible for the effective coordination of everyone who is contributing to each individual child's provision. Class Teachers are expected to plan and deliver appropriate learning opportunities for SEND pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts and interventions).

#### Who else has a role in my child or young person's education?

The Head of School oversees the running of the school, ensuring that all elements of a pupil's education are in place. The school SENDCo has responsibility for co-ordinating the provision for pupils with SEND.

There are also experienced and skilled support staff working in school. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or providing personalised support. Occasionally external agencies or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent/carer.

#### How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

All staff involved with the child are expected to be familiar with the content of their EHC plan and there are regular opportunities to discuss the content of these at termly SEND update meetings.

#### What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

All school staff have a good awareness of SEND through regular Professional Learning meetings.

The SENDCo is a specialist member of staff and holds a Post Graduate Diploma in Education (Specific Learning Difficulties).

#### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

Where needed the school works with a wide range of services and others school and aims to ensure good communication with these groups in order to meet the need of pupils and their families. This could be through Stockport Local Council who offers a range of services. See their Local Offer at [www.sensupportstockport.uk](http://www.sensupportstockport.uk)

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### **Who would be my first point of contact if I want to discuss something?**

Your first point of contact should be your child's Class Teacher. The school SENDCo is also always available to support you in matters relating to SEND. Contact details can be found on [www.cheadlehulmeprimary.org.uk](http://www.cheadlehulmeprimary.org.uk)

### **Who is the SEN Coordinator and how can I contact them? (IRR)**

The SENDCo is Sally Facer and can be contacted on [sendleads@cheadlehulmeprimary.org.uk](mailto:sendleads@cheadlehulmeprimary.org.uk)

### **What roles do have your governors have? And what does the SEN governor do?**

Trustees and governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENDCo take place to ensure that all pupils make progress.

### **How will my child or young person be supported to have a voice in the setting, school or college? (IRR)**

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written, video or audio means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them.

### **What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?**

Parents are encouraged to take an active role in the setting. They are invited to volunteer in school e.g. hearing readers and accompanying Educational Visits. There are opportunities to join the Parent Teacher Association (PTA) who organise events and fundraise on behalf of the school. The school also has a Parent Council comprising a Parent Representative from each class. This is a forum for parents to share their views about school with the Head of School.

### **What help and support is available for the family through the setting, school or college? (IRR)**

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEND team in school, led by the SENDCo provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school.

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### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

As an inclusive school setting we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs and Educational Visits. Therefore, we make relevant adaptations to enable pupils with SEND to attend.

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Pupils with SEND are supported to access the facilities available to their peers, for example, for those with language processing differences, visual supports may be used to accompany auditory information. We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils

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### **Inclusion & Accessibility**

and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings / communications, and would discuss with those families their preferred means of communication.

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### Transition

#### **Who should I contact about my child/young person joining your setting, school or college? (IRR)**

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils. For information about admission please contact Stockport Council, school admissions team.

#### **How can parents arrange a visit to your setting, school or college? What is involved?**

All parents are invited to visit Cheadle Hulme Primary School prior to joining the school and we encourage the families of pupils with SEND to arrange a separate visit with the school SENDCo so that information which specifically relates to your child's requirements can be shared.

#### **How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)**

##### **ADMISSION**

Prior to starting at our school, it is usual for families of pupils with SEND to meet with the school SENDCo. For pupils who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective Class Teacher. For those pupils with a higher level of need if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency Action for Inclusion meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to admission or shortly after. Prior to starting with us a range of transition measures may be recommended. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting and/or carrying out some transition activities

##### **TRANSITION TO NEW SETTINGS**

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families at this time to ensure consistency of information. We have good links with our local high school.

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### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

The school SENDCo can provide details of further support for families. Stockport's Childcare and Family information Directory can be found at [www.sensupportstockport.uk](http://www.sensupportstockport.uk)

#### When was the above information updated, and when will it be reviewed?

This information was reviewed in May 2023 and will be reviewed in Summer Term 2024.

#### Where can I find the Stockport Local Offer? *(IRR)*

[www.sensupportstockport.uk](http://www.sensupportstockport.uk)

#### What can I do if I am not happy with a decision or what is happening? *(IRR)*

As a school we encourage parents to address any worries or concerns promptly initially with the Class Teacher, and then if they are unable to help, with a senior member of staff such as the SENDCo or the Head of School. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on [www.cheadlehulmeprimary.org.uk](http://www.cheadlehulmeprimary.org.uk)

Guidance on what to do if you are unhappy with a decision made by the Local Authority regarding a pupils SEND can be found within the Stockport Local Offer [www.sensupportstockport.uk](http://www.sensupportstockport.uk)