Special Educational Needs (SEN) Information Report



|  |  |  |
| --- | --- | --- |
| **Approved by:** |  | **Date:** |
| **Last reviewed on:** | 03/12/2024 | |
| **Next review due by:** | 04/12/2025 | |

# Contents

[Contents 3](#_Toc119070491)

[1. What types of SEN does the school provide for? 4](#_Toc119070492)

[2. Which staff will support my child, and what training have they had? 4](#_Toc119070493)

[3. What should I do if I think my child has SEN? 6](#_Toc119070494)

[4. How will the school know if my child needs SEN support? 6](#_Toc119070495)

[5. How will the school measure my child’s progress? 7](#_Toc119070496)

[6. How will I be involved in decisions made about my child’s education? 7](#_Toc119070497)

[7. How will my child be involved in decisions made about their education? 8](#_Toc119070498)

[8. How will the school adapt its teaching for my child? 8](#_Toc119070499)

[9. How will the school evaluate whether the support in place is helping my child? 9](#_Toc119070500)

[10. How will the school resources be secured for my child? 10](#_Toc119070501)

[11. How will the school make sure my child is included in activities alongside pupils who don’t have SEN? 10](#_Toc119070502)

[12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 10](#_Toc119070503)

[13. How does the school support pupils with disabilities? 11](#_Toc119070504)

[14. How will the school support my child’s mental health and emotional and social development? 11](#_Toc119070505)

[15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 11](#_Toc119070506)

[16. What support is in place for looked-after and previously looked-after children with SEN? 12](#_Toc119070507)

[17. What should I do if I have a complaint about my child’s SEN support? 12](#_Toc119070508)

[18. What support is available for me and my family? 13](#_Toc119070509)

[19. Glossary 13](#_Toc119070510)

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.weston.cheshire.sch.uk/serve_file/4974605>

**Note:** If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

# 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

|  |  |
| --- | --- |
| **Area of need** | **Condition** |
| **Communication and interaction** | Autism spectrum disorder (ASD) |
| Speech and language difficulties, Developmental Language Delay (DLD) |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|
|
| Moderate learning difficulties |
| Severe learning difficulties |
| **Social, emotional and mental health** | Attention deficit hyperactivity disorder (ADHD) |
| Attention deficit disorder (ADD) |
| **Sensory and/or physical** | Hearing impairments |
| Visual impairment |
| Multi-sensory impairment |
| Physical impairment |

# 2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Emma Loveland leads our Special Educational Needs (SEN) provision across the school. In her role, she oversees the application and implementation of Education, Health and Care Plans (EHCPs), SEN Support Plans, and First Concerns paperwork. Her responsibilities involve working strategically with all stakeholders in the school, including parents, carers, children, teachers, teaching assistants, middle leaders, senior leaders, and governors, to ensure an inclusive and high-quality education for all pupils, regardless of their needs.

Our SENCO is: Mrs Emma Loveland

They have 1 year experience in this role and have worked as an Assistant Head tEacher with Pastoral responsibilities for 3 years and has been a qualified teacher for 15 years.

Emma is working towards achieving the National Professional Qualification in Special Educational Needs.

They are allocated 2 days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 12 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision and one Emotional Literacy Support Assistant (ELSA)

Our teaching assistants are trained and supported to deliver interventions such as Lego Therapy, Intensive Interaction, Zones of Regulation and Precision Teaching

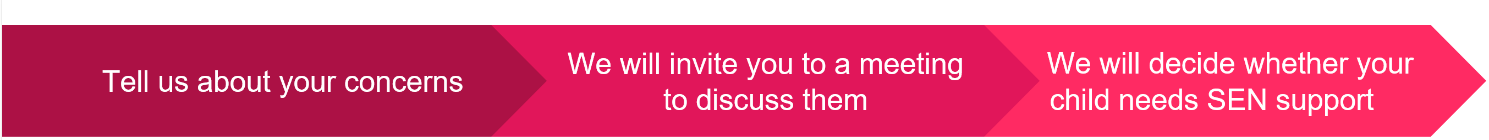
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

* Speech and language therapists
* Educational psychologists
* Cheshire East Autism Team
* Occupational therapists
* Sensory and Processing Occupational Therapy Service (SPOTS)
* GPs or paediatricians
* School nurses
* Child and adolescent mental health services (CAMHS)
* Education welfare officers
* Social services and other local authority (LA)-provided support services
* Voluntary sector organisations

# 

# 3. What should I do if I think my child has SEN?



|  |  |  |
| --- | --- | --- |
| If you think your child might have SEN, the first person you should tell is your child’s teacher. You can contact your child’s teacher via Class Dojo or via email (email addresses can be found on parent information leaflets) They will pass the message on to our SENCO, Emma Loveland, who will be in touch to discuss your concerns.  You can also contact the SENCO directly. eloveland@weston.cheshire.sch.uk | We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.  Together we will decide what outcomes to seek for your child and agree on next steps.  We will make a note of what’s been discussed and add this to your child’s record. You will also be given a copy of this. | If we decide that your child needs SEN support, your child will be added to the school’s SEND register. |

# 

# 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren’t making the expected level of progress in their schoolwork or socially. This might include in reading, writing or mathematics but may also include concerns around your child’s emotional regulation, attention, concentration or social communication.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will support the pupil to fill it. Pupils who don’t have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child’s teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, the autism team or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school’s SEND register, and the class teacher and SENCO will work with you to create a SEN support plan for them.

# 5. How will the school measure my child’s progress?

We will follow the ‘graduated approach’ to meeting your child’s SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

**Review**

**We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of   
your child’s needs to improve the support we offer.**

**Assess**

**If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has.** **We will ask for input from you and your child, as well as getting help from external professionals where necessary.**

**Plan**

**In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.**

**Do**

**We will put our plan into practice.**

**The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.**

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

# 6. How will I be involved in decisions made about my child’s education?

We will provide annual reports on your child's progress. Class Teachers will meet with parents at parents’ evenings twice per year.

Your child’s class teacher and SENCo will share the SEN support plans with you 3 times per year to:

* Set clear outcomes for your child’s progress
* Review progress towards those outcomes
* Discuss the support we will put in place to help your child make that progress
* Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you’re the expert when it comes to your child’s needs and aspirations. So we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child’s class teacher via class dojo or email.

# 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child’s age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child’s views by asking them to:

* Attend meetings to discuss their progress and outcomes
* Prepare a presentation, written statement, video, drawing, etc.
* Discuss their views with a member of staff who can act as a representative during the meeting
* Complete a survey

8. How will the school adapt its teaching for my child?

Your child’s teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality, inclusive teaching is our first step in responding to your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all’ approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

* Adapting our curriculum to make sure all pupils are able to access it, for example, by small group work, adapting the teaching style or content of the lesson, etc.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Teaching assistants will support pupils on a 1-to-1 or small group basis depending on their individual needs and the levels of support required to meet their individual targets.

We may also provide the following interventions:

|  |  |  |
| --- | --- | --- |
| **Area of need** | **Condition** | **How we support these pupils** |
| **Communication and interaction** | Autism spectrum disorder (ASD) | Visual timetables  Social stories  Lego Therapy  Talkabout |
| Speech and language difficulties | Speech and language therapy  Welcomm  Blanks |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope  Overlays  Pre teaching  Precision Teaching  Fine Motor Skills |
|
|
| Moderate learning difficulties | Pre teaching  Precision Teaching  IDL  RWI boosters  RWI comprehension (KS2) |
| Severe learning difficulties | Engagement Model  Bespoke curriculum |
| **Social, emotional and mental health** | ADHD, ADD | Flexible seating  Social stories  Comic strip conversations  Zones of Regulation  Movement breaks |
| Adverse childhood experiences and/or mental health issues | Nurture groups  Zones of Regulation  Friendship Terrace |
| **Sensory and/or physical** | Hearing impairment | Hearing loop  Makaton |
| Visual impairment | Adapted resources  Access to technology to support vision  Tactile sensitivity support  NV access support |
| Multi-sensory impairment | Sensory Circuits  Gross motor skills support  The Nest – our school sensory space  Regulation support and teaching |
| Physical impairment | Gross Motor skills  Cool Kids  Motor Skills United |

These interventions are part of our contribution to Cheshire East’s local offer.

# 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

* Reviewing their progress towards their goals each term
* Reviewing the impact of interventions after 6 weeks
* Using pupil questionnaires
* Monitoring by the SENCO
* Using provision maps to measure progress
* Holding an annual review (if they have an education, health and care (EHC) plan)

# 10. How will the school resources be secured for my child?

It may be that your child’s needs mean we need to secure:

* Extra equipment or facilities
* More teaching assistant hours
* Further training for our staff
* External specialist expertise

If that’s the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

# 11. How will the school make sure my child is included in activities alongside pupils who don’t have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Tattenhall (Conwy Centre) and Boraetton Park (PGL).

All pupils are encouraged to take part in sports day, school plays, school trips, enrichment clubs etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

Risk assessments are carried out and procedures are put in place to enable children to participate. If staff or a health and safety risk assessment suggest that a child needs one-one support due to their particular needs we endeavor to provide this. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

# 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

For applications in the normal admissions round you should use the application form provided by your home local authority (regardless of which local authority the schools are in). You can use this form to express your preference for a minimum of 3 state-funded schools, in rank order. You will receive an offer for a school place directly from your local authority.

No pupil will be refused admission on the basis of their disability. Pupils who have SEND need will be admitted under the same criteria as any other pupil applying for a school place,

On admission, the pupil will have access to a welcome and induction programme which recognises their special educational needs and provides a safe and secure start to their learning

All pupil’s whose education, health and care (EHC) plan names the school will be admitted before any other places are allocated.

If the school is not oversubscribed, all applicants will be offered a place irrespective of SEN need.

# 13. How does the school support pupils with disabilities

At Weston, we take great pride in our inclusive ethos and strive to ensure that all pupils have equality of experience irrespective of their needs or disability. Accessibility Plan: <https://www.weston.cheshire.sch.uk/serve_file/22752365>

We work with specialist services e.g. Occupational Therapists, Sensory Inclusion Service) to provide appropriate facilities that support inclusion and equality. This includes

* + Making adjustments to the school environment to ensure it can safely be negotiated by all pupils.
  + Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
  + Improving the availability of accessible information to disabled pupils

# 14. How will the school support my child’s mental health, and emotional and social development?

At Weston Village Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive, caring and nurturing ethos and we aim to work alongside our parents, carers and those significant in the lives of our pupils. Our approach is respectful and kind, where each individuals’ contribution is valued.

At Weston Village Primary School, we know that everyone experiences life challenges that can make us vulnerable and, at times, anyone may need additional emotional support.

We believe that positive mental health is everybody’s business and that we all have a role to play. We also recognise that emotional wellbeing directly impacts on our ability to learn and that you are never too young to talk about mental health

<https://d1uw1dikibnh8j.cloudfront.net/media/11396/tmh-parent-leaflet-final-web-updated-by-ed-april-2020.pdf>

At our school we:

➢ promote a nurturing environment where all children feel safe, cared for and listened to;

➢ help children to understand their emotions and feelings;

➢ help children feel comfortable sharing any concerns or worries through using tools such as ‘talk to TED’;

➢ help children socially to form and maintain relationships;

➢ promote self-esteem and ensure children know that they count;

➢ encourage children to be confident and share the qualities that set them apart from others; and,

➢ help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

➢ promoting our school values and encouraging a sense of belonging;

➢ Facilitating and encouraging pupil voice and providing opportunities for pupils to participate in decision-making;

➢ celebrating academic and non-academic achievements;

➢ providing opportunities to develop a sense of worth through taking responsibility for themselves and others;

➢ providing opportunities to reflect; and,

➢ accessing and signposting individuals to appropriate support that meets their needs.

We pursue our aims through:

➢ delivering universal, whole school approaches that promote positive mental health and wellbeing

➢ supporting pupils going through recent difficulties including bereavement.

➢ specialised, targeted approaches aimed at pupils with more complex or long-term difficulties

# 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

* Ask both the current teacher and the next year’s teacher to attend a final meeting of the year when the pupil’s SEN is discussed
* Timetable transition days and move up mornings to support transitions
* Use Social stories to support the transition
* Prioritise the build of relationships between the pupil and teacher ahead of the transition to their new class.

Between schools

When your child is moving on from our school, we will ask you what information you want us to share with the new setting.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

* Visiting the school and completing transition days
* Some children may require an enhanced transition, giving them more opportunities to visit their new setting.
* Learning how to get organised independently
* Familiarising with rules and expectations (uniform etc)

When your child is moving to our school, we will visit their pre school setting to meet with their keyworker and observe them in play and request paperwork to be shared with us.

Pupils will be prepared for the transition by:

* Being invited to attend getting to know you sessions in school
* Parent Information evenings
* Tours of the school environment
* Working closely with the nursery or pre school and their SENCo to support transition to mainstream primary

# 16. What support is in place for looked-after and previously looked-after children with SEN?

Mr Thomas Cutts (Head Teacher) will work with Emma Loveland, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil’s circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

# 17. What should I do if I have a complaint about my child’s SEN support?

[Complaint’s policy](https://www.weston.cheshire.sch.uk/serve_file/22779368)

Weston Village Primary School has an ‘Open Door Policy’ and parents are welcome to speak to staff at a mutually agreed time, either face to face or by telephone. Regular newsletters are sent out to parents/carers written by the headteacher Mr Cutts. Additionally, we use an online communication system called ‘class dojo’, where you will receive regular messages and posts from staff relating to your child and their learning journey. Parents’ evenings are held three times a year and there is an annual written report on your child’s achievement. Parents are invited to attend class assemblies to share their children’s learning. The views and opinions of Parents of SEND pupils are highly valued by the school.

The initial point of contact is always the child’s class teacher. If concerns cannot be dealt with by the class teacher, then an appointment can be made with the SENCO, Emma Loveland. If you feel your concerns still need addressing, then you can make an appointment with the Head Teacher, Mr Thomas Cutts. If you are not satisfied with the school’s response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

* Admission
* Exclusion
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Mediation and Disagreement Resolution Service, Together Trust Centre, Schools Hill, Cheadle, Cheshire, SK8 1JE, 0161 283 4848, [drs@togethertrust.org.uk](mailto:drs@togethertrust.org.uk)

# 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Cheshire East’s local offer. Cheshire East publishes information about the local offer on their website: <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local-offer.aspx>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <http://www.ceias.cheshireeast.gov.uk/home.aspx> [ceias@cheshireeast.gov.uk](mailto:ceias@cheshireeast.gov.uk)

Local charities that offer information and support to families of children with SEN are:

Cheshire buddies – short breaks for parents and carers in Cheshire <https://cheshirebuddies.co.uk/>

Ruby’s Fund – Support and activities for children with SEND <https://www.rubysfund.co.uk/>

CAFT – Children’s adventure Farm Trust <https://caft.co.uk/>

Autism Inclusive – drop in sessions and coffee mornings for parents and activities for children <https://www.aicrewe.org.uk/>

ChAPS (Cheshire Autism Practical Support) Parenting support, workshops <https://www.cheshireautism.org.uk/>

Space for Autism – drop in sessions open space for families with children who have ASC – coffee mornings with professionals <https://www.space4autism.com/>

Contact - <https://contact.org.uk/help-for-families/information-advice-services/our-helpline/>

National charities that offer information and support to families of children with SEN are:

* [IPSEA](https://www.ipsea.org.uk/)
* [SEND family support](https://sendfs.co.uk/)
* [NSPCC](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/)
* [Family Action](https://www.family-action.org.uk/what-we-do/children-families/send/)
* [Special Needs Jungle](https://www.specialneedsjungle.com/)

# 19. Glossary

* **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
* **Annual review** –an annual meeting to review the provision in a pupil’s EHC plan
* **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
* **CAMHS** – child and adolescent mental health services
* **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
* **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
* **EHC plan** –an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs
* **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
* **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
* **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
* **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
* **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
* **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
* **SENCO** – the special educational needs co-ordinator
* **SEN** – special educational needs
* **SEND** – special educational needs and disabilities
* **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
* **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
* **SEN support** – special educational provision that meets the needs of pupils with SEN
* **Transition** – when a pupil moves between years, phases, schools or institutions or life stages