

Cheadle Catholic Infant School

SEND Information Report

2021-2022



Love • Respect • Shine

At Cheadle Catholic Infant School we **love** and **respect** each other.
We **love** to learn and let our inner light **shine** brightly in all that we do.

Cheadle Catholic Infant School is an inclusive school.

Cheadle Catholic Infant School is a 3-form entry school with a nursery. There are 270 children on roll in main school and 40 children in a part-time nursery. The school has an Early Year Foundation Stage, consisting of 2.5 days sessions & 8 full time sessions in Nursery and three Reception classes.

Cheadle Catholic Infant School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Cheadle Catholic Infant School we aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and able to participate fully in school life. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which celebrates respect for all.

At Cheadle Catholic Infant School, we provide a broad and balanced curriculum for all children. The Early Years Foundation Stage Curriculum and National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

A minority of children have particular learning and assessment requirements that could create barriers to learning.

These Learning and Assessment requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Children may have special educational needs either throughout, or at any time during, their school career. Our school ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The definition of Special Educational Needs

"A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010."

"A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable."

(Special Educational Needs and Disability (SEND) Code of Practice, September 2014)

A child has a learning difficulty if s/he:

- Has a significantly greater difficulty in learning than the majority of children the same age.
- Has a disability that either prevents or hinders him/her from making use of educational facilities.

At Cheadle Catholic Infant School children are identified as having SEND through a variety of ways, including the following:

- Liaison with our Nursery / other Early Years Settings.
- Through class teacher's regular, close monitoring of pupil tracking, recognition that the child is performing below age-related levels even though differentiated learning opportunities have been provided.
- Concerns raised by child's parent.
- Concerns raised by class teacher's holistic approach to learning, recognising when a child is not developing along with their peers in certain areas e.g. balance & co-ordination, behaviour, self-esteem, hearing, speech and language.
- Liaison with professionals from external agencies e.g. physiotherapy, Occupational Therapy, Speech and Language Therapy, Sensory Support Service, Behaviour Support Service, School Nurse.
- Health Diagnosis through a Paediatrician.

Identifying Needs:

Assess each pupil's current skills and level of attainment.

Consider evidence that a pupil may have a disability, as defined by the Equality Act 2010, and, if so, reasonable adjustments will be made.

The 'School Offer' outlines the support that will be put in place.

The following four broad areas will be used when reviewing support needed:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

High quality teaching targeted at the pupil's areas of weakness/difficulty.

SENCO to work alongside the; class teacher, child's parents and pupils to gather further information.

Class teachers make regular assessments for their pupils. At the end of every term these assessments are reviewed by the Headteacher and SENCO.

Assessments seek to identify pupils who are making less than expected progress. This can be categorised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to make 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

Slow progress and low attainment does not necessarily mean that a child has SEN. Equally, attainment in line with the child's chronological age does not necessarily mean there is no learning difficulty or disability.

How does Cheadle Catholic Infant School support my child?

The following information explains how Cheadle Catholic Infant School supports children under the four broad areas of need. The SENCO identifies the areas of need for each child in order to know what actions the school should take to support your child.

However, many children have needs which fall into more than one of these areas and therefore your child may access support from one or more of these areas of need.

- Communication and interaction.
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If your child requires additional provision as a result of a special educational need, then the class teacher will meet with you to discuss and co-produce the SEND Support your child will receive, following our Graduated Approach cycle. If your child has complex needs and/or a high level of need, then advice and support will be sought from other professionals such as speech and language therapists (SALT), doctors, paediatricians, educational psychologists (EPs), occupational therapists (OTs), social workers or the school nurse. If your child has an EHC (Education, Health and Care) plan, then appropriate provision will be made in line with the specified outcomes identified in the plan. Pupils with an EHC plan will have an Annual Review, in addition to the school's regular reviews. A person-centred approach to the review will be used to work collaboratively with you and other professionals to discuss your child's strengths, progress, SEND Support and to set new targets in line with the outcomes.

The area(s) of need and the level of need your child requires will impact on the type and amount of support your child will receive. We adopt Stockport's Graduated Approach of **assess, plan, do, review**, to respond to individual learner needs and ensure the best possible outcomes.

Assess - Once an area(s) of need has been identified for your child, the class teacher, in collaboration with the SENCO, will make detailed assessments which are carefully analysed. This will be built on teacher observations, informal and formal assessments and tests carried out in school, discussions with you and other professionals. Formal assessments may need to be made by outside agencies and professionals in order to give a more detailed picture of your child's specific need(s). Consent from parents/carers will always be sought for external referrals.

Plan - With this detailed information and following discussions with parents/carers, the class teacher, in partnership with the SENCO, will plan appropriate SEND Support. This information will be recorded along with the agreed outcomes for the additional provision/SEND Support on your child's One Page Pupil Profile, SEND Support Plan and for pupils with EHCPs their annual review paperwork. These documents will also be shared with the key members of staff who will work with your child.

Do - The SEND Support will be implemented for a specified amount of time.

Review - Outcomes and progress towards meeting these will be reviewed at least termly by school staff. Parent Partnership meetings are held with parents/carers to feedback and seek your views. Any changes to the provision will be made as necessary, in collaboration with you and new outcomes will be set as needed. If your child presents with complex needs and/or needs a high level of support in school then a request for an assessment for an Education Health Care Plan (EHC) can be made by the SENCO to the Local Authority. For more information about this process, please see Stockport's Local Offer.

Communication and Interaction

"Children and young people with speech, Language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives."

Your child may have already been identified as needing speech therapy before they start nursery. If your child is already attending the NHS clinic of the Child Development Unit (CDU) then the school will follow the Individual Therapy Plan (ITP) set by the speech therapist. This will mean that your child will be given 1:1 support, every week, to follow the targets and work set by the therapist. Sometimes your child may be receiving therapy but the school are not given an ITP. If your child is attending speech therapy, they will need to continue to attend these appointments as therapy, they will need to continue to attend these appointments as therapy at school is in addition to the therapy provided by the NHS.

If your child is showing difficulties with their speech sounds, a pre-referral to seek advice from a speech therapist will be completed.

If your child is showing that they are having difficulties with their fluency of speech e.g. stammering, then a referral to the NHS speech and language dysfluency service will be completed with you.

We do not consider children for whom English is not their first language as having SEND, but we do acknowledge that provision may be required to overcome language barriers to learning.

Cognition and Learning

"Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment."

(Special Educational Needs and Disability (SEND) Code of Practice, September 2014)

All pupils at Cheadle Catholic Infant School have access to a broad and balanced curriculum. Teachers have high expectations of all pupils and plan lessons to address areas of difficulty and remove barriers to learning. It is expected that all children at Cheadle Catholic Infant School study the full National Curriculum.

The class teacher's complete daily, weekly and termly assessments and are therefore able to quickly identify children who are not making the expected progress (as outlined on page 5: Identifying Needs). The class teachers are accountable for the progress and development of the children in their class and this progress is reviewed at termly pupil progress meetings with the Headteacher and SENCO. The school's open-door policy, alongside various parental engagement activities such as parents' evenings, ensure that parents and carers have the opportunities to express any concerns that they have about their child's development.

Cheadle Catholic Infant School recognises the importance of high-quality teaching and that differentiation is the first step to supporting a child who may have a Special Education Need and/or Disability.

Cheadle Catholic Infant School employs 12 Teaching Assistants (TAs) 6 Learning Support Assistants (LSAs) and 1 Higher Level Teaching Assistant (HLTA). LSAs and TAs are timetabled across Foundation Stage and Key Stage 1 to ensure all children receive a targeted and supportive package of provision to enable them to achieve their full potential. LSAs and TAs move between classes to work with groups of children in English, Maths and Reading. These extra adults ensure that all children who have been identified as having additional needs access the necessary support to make progress without becoming too attached to a particular adult.

Teachers ensure that all children are taught at their level of understanding, with appropriate, differentiated input, completing multi-sensory, high-quality tasks to secure their knowledge and progress towards their targets. TAs work with individuals and groups, these groups are planned by the teacher to meet a wide variety of outcomes. For example, to provide appropriate learning for a child working significantly below their age-related expectations; to support children when their formative assessment has shown they are struggling to grasp a concept; to push children to complete mastery work; to improve children's proprioception and therefore increase their engagement in learning; to promote independence when completing tasks to name just a few. All children also access a great proportion of learning time with their teacher. This high-quality package of provision significantly reduces the need for children to be removed from class to complete formal interventions. Support Staff are highly trained and use previous intervention training and delivery to increase learning potential within the classroom. For example, Support Staff who are Phonics and Narrative Therapy trained support children during reading and writing sessions as well as supporting children with 1:1 phonic tutorials.

Support Staff also support children with their progress towards Speech and Language Therapy (SALT) targets set in their Individual Therapy Plans. Support Staff support children who have been assessed as having a low range of vocabulary by pre teaching and over teaching of terminology in subjects such as Science, History and Geography. Again, this supports all children to access high quality learning of a broad and balanced curriculum whilst being fully included in their classroom environment. The class teachers will decide how the TA can best support your child, based on the information gathered during the co-production of the SEND Support Plan. The class teacher remains responsible for each child in the class. Regular meetings between all staff involved in supporting your child ensure information is shared, progression is monitored and the effectiveness of the provision is reviewed and amended as necessary.

The following information explains how these interventions are organised at Cheadle Catholic Infant School:

- Cheadle Catholic Infant School is committed to early intervention in order to prevent the long-term effects of underachievement that may affect the life-chances of young people.
- The school is aware that an intervention is an investment in a child to make progress.
- Interventions are robust, measurable and proven to be effective with the aim that children make at least twice the normal rate of progress.
- A successful model for intervention training courses is followed. Where possible a teacher and teaching assistant attend training and work together to ensure the programme maintains fidelity and the child is making progress.
- A suitable place for the intervention to take place is allocated and sufficient time is allowed to plan and run the intervention.
- The school considers staffing and resources in order to sustain the interventions.
- Intervention-trained staff are able to share the nature of the intervention with the whole school and other members of staff may be given the opportunity to observe the intervention being delivered in school.
- The school is aware of 'intervention overload' and selects specific interventions proven to make a difference to our children.

- The school implements a 'layered approach' to interventions, carefully choosing a few, well-placed interventions for each phase. These focus on the aims that every child will be a talker, reader and counter by the age of 7.
- The school tracks and monitors children after interventions to show progress over time.
- Children experiencing success on intervention programmes have their progress celebrated and built into school celebration practice.

After meeting with the class teacher and LSAs, looking at assessment and, in some cases, after a child has completed two interventions, the SENCO may identify that your child would benefit from a further assessment of their learning at the end of Year 1. One way of assessing a child's learning needs is to complete a referral to Stockport Learning Support Service (LSS). The school receives half a day of support, weekly, from the Learning Support Service. Our Learning Support Service teacher is Sian Connell. In addition to receiving a half an hour weekly teaching session the children also receive two weekly follow-up sessions with a member of Support Staff.

If your child is receiving Learning Support teaching, then their targets are recorded on their SEND Support Plan and progress will be reviewed termly with class teachers and every six months with LSS teachers and the SENCO. You will be invited to attend a review which normally happens every February and July. If we are concerned that your child is making less than expected progress, the SENCO may decide that a further assessment from the Educational Psychologist may be beneficial. The school Child and Educational Psychologist is Stephanie Fry. The school receives three school visits from the Educational Psychology Service and a further one visit for the school nursery.

Social, Emotional and Mental Health Difficulties

"Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder."

(Special Educational Needs and Disability (SEND) Code of Practice, September 2014)

Cheadle Catholic Infant School aims to ensure that the school is a caring community where all members of school live and work together in a supportive way and an environment where everyone feels happy, safe, valued and secure.

All staff have high expectations of behaviour and reward systems are used to ensure that children are rewarded for both good behaviour and showing behaviour attributed to our core values of *Love~ Respect~ Shine*. Our core values are linked to our growth mindset characters.

We are committed to promoting a 'CAN DO' attitude to all aspects of school life for ALL of our children.

Determination



Positivity



Reflection



Challenge



Aspiration



Children who are in need of support with their behaviour will be given a behaviour target which will be discussed with you. The school receives a fortnightly visit from a Behaviour Support Teacher (Marie France) from the Behaviour Support Service (BSS). Some children may have more than one target and this will be outlined on an Individual Behaviour Plan (IBP). These targets are shared with class teachers and placed on SEND Support Plans where appropriate.

Sensory and/or Physical Needs

"Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers."

(Special Educational Needs and Disability (SEND) Code of Practice, September 2014)

Cheadle Catholic Infant School is on one level, all entrances are accessible with ramps and grab rails provided at specified fire exits. The school site is wheelchair accessible with two disabled toilets large enough to accommodate changing. The school has links with the Sensory Support Service who offer advice and resources for children with visual and auditory needs.

Additional Information

What training have the staff supporting children with SEND had or are currently having?

- All staff have had training in the following areas: Early Interventions in Managing Behaviour; Autism training; ADHD training; Restorative Approaches; Using Visuals to Support Children in the classroom; Team Teach; Sensory Processing Disorder training; Reading and Spelling/ Phonics programmes.
- The Headteacher and SENCO have attended training in Developing Skills in Identifying and Responding to Mental Health Problems in Children and Young People.
- Our Learning Support Assistants have received training from Speech and Language therapists in delivering Speech and Language Programmes e.g. NELI, Phonological Awareness, Narrative Therapy and Intensive Interaction.
- Our Learning Support Assistants have received training from Occupational therapists in delivering Motor Skills United and Deep Pressure Massage
- Our LSAs/ TAs have had training related to interventions for specific year groups e.g. Seri Training in Year 1, Motivational Maths- Year 2; Early Literacy Intervention- Reception/Year 1.
- A number of Teachers and support staff have received training in Including the SEN child in a Mainstream School and supporting a child with Down Syndrome in a Mainstream school delivered by the Primary Inclusion Team.
- We recently updated our whole school Makaton training and our Disability Awareness training.

What is the pastoral, medical and social support available in the school?

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parent's first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside agencies such as health and social services, behaviour support service.
- The school has LSA (Learning Support Assistants) who work under the direction of the SENCO/ Headteacher with vulnerable children during the school day.

How does the school manage the administration of medicines?

- Our school has a policy regarding the administration and managing of medicines on the school site (see document on school website).
- Parents need to contact the Headteacher if medication is recommended by health professionals to be taken during the school day. School arranges for a meeting prior to your child starting school with appropriate staff, parents and health professionals. Any training which is required will be provided for staff involved.
- On a day-to-day basis, our qualified First Aiders oversee the administration of any medicines. We have three members of staff who are trained in administering medicine.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

How are Governors involved and what are their responsibilities?

- The Headteacher reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- Mrs Rebecca Brooke is our Governor responsible for SEN and meets regularly with Headteacher/ SENCO.
- The governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

How does the school know if the provision has had an impact on children with Special Educational Needs?

- Pupils with SEND are identified quickly and placed at the appropriate level of support.
- Provision is matched to pupils needs.
- The school enjoys of good liaison and partnerships with specialist outside agencies.
- Parents are fully informed and involved in supporting their child.
- Pupils are involved in identifying, monitoring and recording progress in their learning.
- All staff assess, evaluate and monitor the progress the child makes through the intervention/strategies delivered.
- Regular reviews ensure support is adapted as and when required through discussion with the child, staff, and parents and outside agencies.
- By reviewing the SEND Support plans and ensuring they are being met. This will be through discussions with teacher, parents, SENCO and outside agencies.

- The child is making progress academically against national/age expected levels and the gap is narrowing- they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off the SEND register when they have made sufficient progress.

How will my child be able to contribute their views?

- Our school values and celebrates each child being able to express their views on all aspects of school life. This is usually carried out through the school council which has an open forum for any issues or viewpoints to be raised.
- All children have individual targets which they have discussed with their class teacher.
- Children who have SEND Support plans discuss their outcomes with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- There are also worry boxes in every class which are regularly checked by the class teacher and acted upon.
- If your child has an Education Health and Care Plan their views will be sought before any review meetings.

Admission Information

Who should I contact if I am considering whether my child should join the school?

- Contact the school office to arrange to meet with the Headteacher, Mrs Glynn or SENCO, Mrs Dixon, who would willingly discuss how the school could meet your child's needs.
- The school is aware of the statutory requirements of the SEN and Disability Act's requirements. Induction meetings will be used to work closely with you to ascertain whether your child has been identified as having Special Educational Needs and we will endeavour to collect the relevant information to plan a successful transition into Cheadle Catholic Infant School.
- We encourage all new children to visit the school prior to starting when they will meet their new teacher, teaching assistant and other support staff. The children with SEND would be encouraged to have further visits to assist them with the acclimatisation of the new surroundings. We would also visit them in their current school or setting.
- We complete transition books with the children and discuss any concerns they may have.
- When children are preparing to leave us for a new school, usually to go to our junior school, we arrange additional visits. We invite Junior School colleagues or staff from other schools to transfer meetings during the summer term.
- We complete a 'Successful Approaches' proforma which is passed on to the new setting detailing specific strategies that have proved to be successful for individual children. We also complete 'Transition Books' with the children that are shared in school and at home.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Cheadle Catholic Infant School ensures it meets the duties under the Local Authority Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their Education Health Care Plan (EHCP).
- Adopting fair practices and arrangements in accordance with the Local Authority Admission Code for the admission of children without an EHCP.
- Considering applications from parents of children who have SEN but do not have an EHCP.
- Not refusing admission for a child who has SEN but does not have an EHCP because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHCP.

Who can I contact for further information?

- First point of contact would be your child's teacher to share your concerns.
- You could also arrange to meet Mrs Dixon, our SENCO or Mrs Glynn, our Headteacher.
- You can view our SEND policy on our website.
- Contact IASS (SEND) Stockport formerly known as Parent Partnership- 0161 286 4230 or www.enquires@togethertrust.org.uk

For more information on Stockport's Local Offer

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page;jsessionid=CDA6E235990B24B96BCE64DEFB322481?localofferchannel=0>

