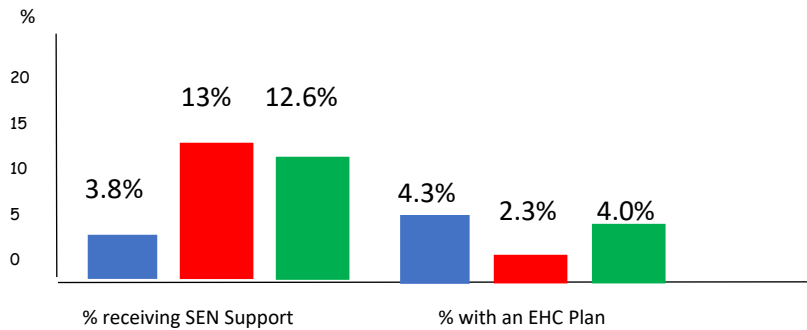


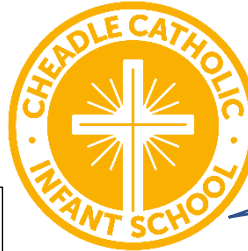
Cheadle Catholic Infant School (Sept 2022) compared to National (Statistics for Special Educational Needs in England: June 2022)

■ = Cheadle Catholic Infants ■ = National Primary ■ = National Overall



EHCP count
January 2023
11 children

SEND support
March 2023
12



Intervention examples

Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> RWI 1:1 tutoring Word mats Working walls Vocab walls Visual supports 	<ul style="list-style-type: none"> NELI Small group work to facilitate peer relationships and communication 1:1 daily SALT interventions 	<ul style="list-style-type: none"> Movement breaks Quiet room Visual prompts Individualised timetable and daily routine Calm learning environment 	<ul style="list-style-type: none"> Motor Skills United Finger Gym OT boxes Modified resources Sensory activities Calm learning environment

Strengths

- Children with SEND are happy to come to school (attendance)
- All children access an inclusive curriculum (learning walks and book looks)
- The learning environment supports all learners (learning walks, Pupil progress meetings)

Parent voice
CCIS have been outstanding. My child gets extra support which has been amazing. I know other parents are extremely happy. Year 2 Parent

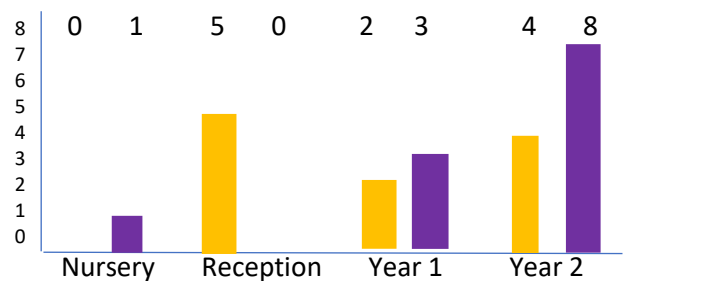
No concerns, fully trust the staff...the school team are inclusive. Year 2 Parent

Pupil voice
I like the teachers, they help me when I get stuck. Year 1 Child

Improvement priorities

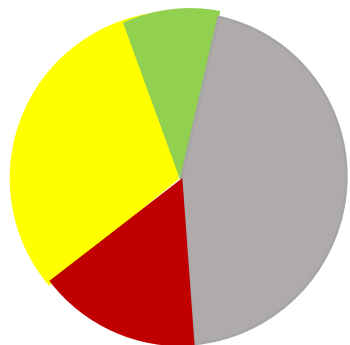
- Whole school approach in understanding of what universal level provision looks like.
- To ensure all teachers see themselves as teachers of SEND through CPD.
- Co-production through parent forums and pupil voice.

Children with SEND ■ = EHCP ■ = SEND Support



Area of need

- Communication and Interaction 11
- Social, Emotional and Mental Health 3
- Cognition and Learning 7
- Sensory and Physical 2



EHCP Attainment (9 children) 2021/22

Year Group	Reading	Writing	Maths
Nursery	No children with EHCPs		
Reception	2 (66%) EM 1 (33%) EXP	2 (66%) EM 1 (33%) EXP	2 (66%) EM 1 (33%) EXP
Year 1	3 (60%) EM 2 (40%) Exp	3 (60%) EM 2 (40%) Exp	4 (80%) EM 1 (20%) Exp
Year 2	1 (100%) EM	1 (100%) EM	1 (100%) EM

National 16 % of Year 2 with SEND (3% with an EHCP and 13% on SEND Support) National statistics Phonics screening check and key stage 1 assessments: England October 2022

Cheadle Catholic Infant School 6.6% of Year 2 with SEND (1 % with an EHCP and 5% on SEND Support)

SEND in a nutshell at Cheadle Catholic Infant School



Our Intent

We pride ourselves on our long and successful tradition of inclusion at Cheadle Catholic Infant School. For all children to achieve their potential it is important that they feel happy, safe and secure. Key to children's happiness and success is the effective coproduction between home and school. We strongly believe that everyone's views and opinions are key to inclusion and equality.

All children are valued as individuals and we recognise that whatever their academic ability all children can achieve their potential. We are committed to providing different learning environments ensuring inclusivity for all. We endeavour to help all children access a broad and balanced curriculum therefore enabling them to reach their full potential.

Our ethos is to ensure all children feel valued and able to make contributions to school life promoting self-esteem and resilience.

We understand that children:

- have individual educational needs and aspirations.
- require a range of strategies to facilitate learning.
- acquire and communicate information at different rates.
- need a range of different of different teaching approaches and kinaesthetic experiences.

Implementation

We achieve this through a whole school approach and a clear understanding that every teacher is a teacher of SEND.

Our Senco, SLT and all teachers are driven with the ultimate aim of raising the outcomes for all children with SEND. We all share the commitment to raising standards and the lived experience of our children at our school.

Coproduction is the golden thread woven through our SEND plans. Aspirations and desired outcomes are shared and discussed with parents at the start of the year and throughout during interim reviews. We positively encourage children to be part of the process and find age-appropriate ways in engaging them to share their strengths and be a part of the decision making.

The Senco works with teachers when creating SMART outcomes ensuring they are measurable and achievable along with an element of stretch.

Our SEND plans are working documents which are reviewed and updated regularly ensuring even the small steps of progress are recognised.

The evaluation of SEND forms an integral part of our School Evaluation Cycle. The Senco with the HT can identify through learning walks; book looks and termly Pupil Progress meetings outstanding provision and can highlight where staff need additional training or support.

Teaching of SEND and working within school practices and policies forms part of every class teacher's appraisal. Curriculum Leaders our responsible for ensuring their curriculum subject is inclusive for all children and any necessary adaptations made to ensure access for all. All teachers are champions of SEND.

Termly evaluations of interventions are carried out by class teachers and new outcomes are set for individual children.

SEND is a priority at Cheadle Catholic Infant School and we greatly value our partnerships with outside agencies and are committed to raise the attainment and lived experience of children with SEND at our school.

Impact to be evaluated.

Parent comments –

Parent voice: CCIS have been outstanding. My child gets extra support which has been amazing. I know other parents are extremely happy. Year 2 Parent
No concerns, fully trust the staff...the school team are inclusive. Year 2 Parent