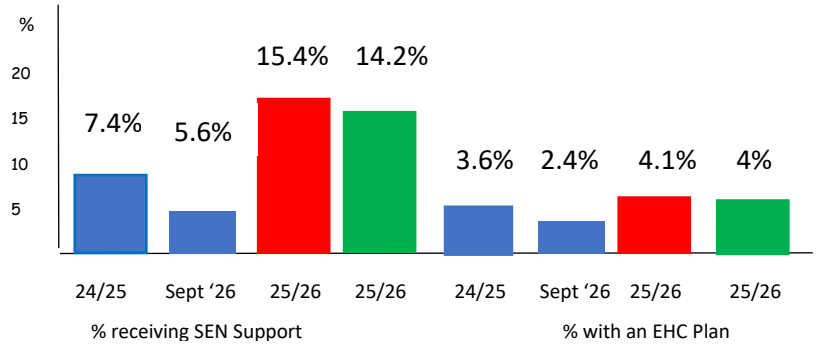
Cheadle Catholic Infant School (2025 -2026) compared to National (Statistics for Special Educational Needs in England: June 2026

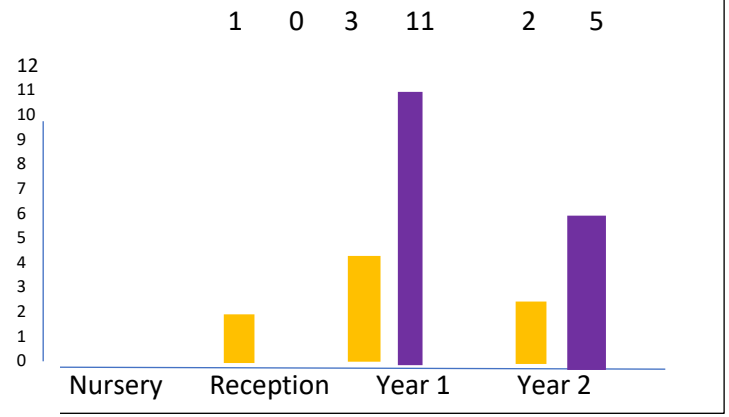
= Cheadle Catholic Infants = National primaries = Stockport primaries



Intervention examples

Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Physical and Sensory
• RWI 1:1 tutoring • RWI Phonics 1:1 tuition • Motivational Maths • Fine motor group	• Wellcomm groups • NELI groups Small group narrative therapy • Lego therapy	• Drawing and talking • Movement breaks • Quiet room • Visual prompts • Zones of regulation Sensory pod • Forest School	• Small-group fine motor programs (e.g., pegboards, dough disco, threaded beads) • Forest School

Children with SEND 6 = EHCP 16 = SEND Support



September 2026
EHCP - 6
SEND support 16
Total 9 % of school with SEND

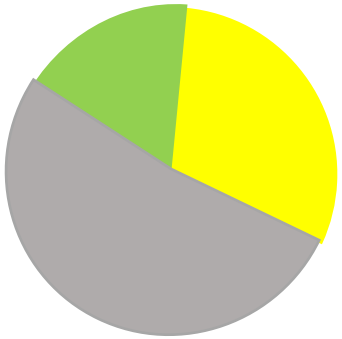
Parent voice
CCIS have been outstanding. My child gets extra support which has been amazing. I know other parents are extremely happy. Year 2 Parent

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

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)
- The school has effective systems in place to identify the additional needs of pupils with special educational needs and/or disabilities (SEND) quickly and accurately. (Ofsted Dec 2023)



Area of need

- Communication and Interaction 11
- Social, Emotional and Mental Health 0
- Cognition and Learning 7
- Sensory and Physical 4

School Data from Summer 2026
23 of our school's 248 pupils are classified as having a SEN EHC Plan or Support provision, this is 9.3% of our cohort. This is 11.0% lower than the national average of 20.8%.
Nationally 20.8 % of pupils with SEND- 6.0% of pupils with an EHC plan, and 14.8% pupils with SEN support) National statistics Special Education needs in England June 2026.

Inclusion Strategy Priorities

- Prepare adaptive lessons with a 'no-glass-ceiling' approach so all pupils can achieve learning outcomes.
- Ensure that SEN support plans feature explicit, SMART targets focused specifically on primary areas of need
- Establish an adaptive teaching framework that integrates SEN Support plans into daily lessons and learning walks.

SEND in a nutshell at Cheadle Catholic Infant School



Our Intent

At Cheadle Catholic Infant School, we take great pride in our long-standing tradition of inclusion. Grounded in our Catholic ethos, we believe that children achieve their full potential when they feel happy, safe, and truly valued for who they are. Effective, transparent co-production between home and school is central to our approach; by actively listening to the views and aspirations of parents, carers, and pupils, we foster a culture of genuine equality, mutual respect, and belonging.

We are firmly committed to helping every child reach their full potential through a broad, ambitious, and balanced curriculum. Recognizing that academic ability is diverse, we provide flexible learning environments and purposeful adaptations that ensure all pupils can meaningfully access learning. To build self-esteem, independence, and resilience, we celebrate individual learning styles, acknowledging that children acquire and communicate information at different rates and require tailored teaching strategies, including rich, hands-on, and kinaesthetic experiences.

Implementation

Inclusion is a whole-school priority based on the fundamental principle that every teacher is a teacher of Special Educational Needs and Disabilities (SEND). Guided by our SENCO, Senior Leadership Team, and dedicated staff, we embed high-quality adaptive teaching across all classrooms. Through collaborative monitoring, continuous professional development, and targeted support, we work together to remove barriers to learning, enrich daily school life, and consistently secure the best possible outcomes for every child with SEND.

Co-production & Support Plans

Co-production is the golden thread running through all our SEND planning. At the start of each year and during regular reviews, we partner with parents to map out shared aspirations and targeted outcomes. We actively involve children in an age-appropriate way, empowering them to celebrate their strengths and take part in decisions about their learning.

Our SENCO collaborates directly with class teachers to establish SMART outcomes that are measurable, achievable, and appropriately challenging. Because progress looks different for every child, our SEND plans are dynamic, working documents updated regularly to track and celebrate even the smallest steps forward.

Quality Assurance & Leadership

Evaluating SEND provision is central to our whole-school review cycle. Through learning walks, work scrutinies, and termly Pupil Progress meetings, the SENCO and Headteacher highlight exemplary practice while identifying targeted training and support for staff. Every class teacher is held accountable for inclusive practice through the annual appraisal process, and Curriculum Leaders ensure their subjects feature the adaptations needed for full accessibility. Simply put, all teachers are champions of SEND.

Interventions & External Partnerships

Class teachers evaluate the impact of targeted interventions each term and set fresh targets to keep progress moving. Priority is given to high-quality SEND provision across the school, and we work closely alongside specialist external agencies to raise both academic achievement and the everyday lived experience of every child in our care.

Impact

Absence

Our school's SEN Support & EHCP cohort have an' Overall Absence' of4.6%. This is 0.5% lower than the national 'All Pupils' cohort at 5.1%. This shows that children with SEND enjoy coming to school, furthermore, it demonstrates that our approaches to Inclusion are successful in helping all children succeed.