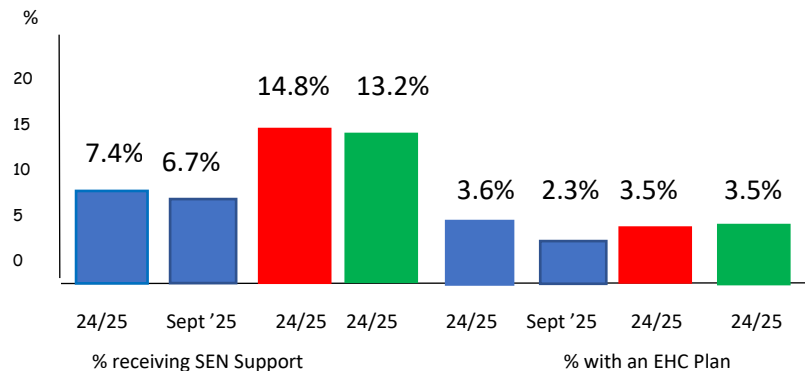


Cheadle Catholic Infant School (2024 -2025) compared to National (Statistics for Special Educational Needs in England: June 2025)

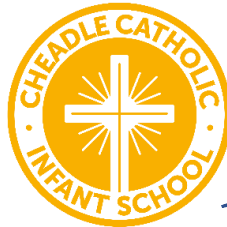
■ = Cheadle Catholic Infants ■ = National primary ■ = Stockport Primary



EHCP count 6
September
2025

SEND support 17
September 2025

Children with
SEND - 23.
9 % of school

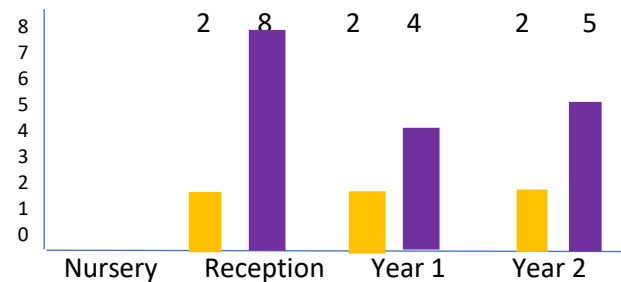


Parent voice
CCIS have been outstanding. My child gets extra support which has been amazing. I know other parents are extremely happy. Year 2 Parent

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

Children with SEND ■ EHCP ■ SEND Support



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)

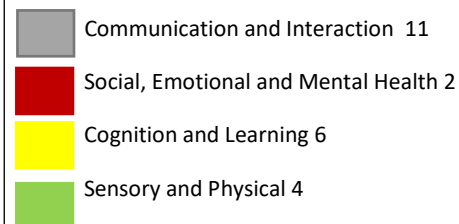
Improvement priorities

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

Intervention examples

Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Physical and Sensory
- RWI 1:1 tutoring - Word mats - Working walls - Vocab walls - Visual supports - Sound buttons	- NELI - Small group work to facilitate peer relationships and communication 1:1 daily SALT interventions - Sound buttons	- Movement breaks - Quiet room - Visual prompts - Individualised timetable and daily routine - Calm learning environment - Sensory pod - Forest School	- Motor Skills United - Finger Gym - OT boxes - Modified resources - Sensory activities - Calm learning environment - Forest School

Area of need



EHCP Attainment (9 children) 2024/25

	Reading	Writing	Maths
Nursery (1)	0	0	0
Reception (2)	0	0	0
Year 1 (2)	0	0	0
Year 2 (4)	25%	0	25%

National 19.5 % of pupils with SEND (5.3% with an EHCP and 14.2% on SEND Support) National statistics Special Education needs in England June 2025.

Cheadle Catholic Infant School 11% of children with SEND (3.6 % with an EHCP and 7.4% on SEND Support) 2024 2025

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 are 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

We are in the top 15% across all schools for children with SEND and absence, we are 13% above the national average. 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.

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