Special educational needs (SEN) information report

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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 SEND 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 **HERE**

You can ask a member of staff to provide a printed copy of the policy.

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
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive 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

Our SENCO is Kathryn Humphreys.

Miss Humphreys has many years' experience in this role, is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in 2014. Miss Humphreys has also achieved the National Professional Qualification for Senior Leadership in 2024.

Subject 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.

We have an Academic Mentor who delivers our Literacy Interventions, who is trained to deliver fluency reading and phonics-based learning.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that 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
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Visyon counselling

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

If you think your child might have SEN, then please contact our SENCO, Miss Kathryn Humphreys by either phone or email

Phone: 01270 218150

Email: k.humphreys@creweutc.org.uk

The SENCO will then discuss the concerns and try to get a better understanding of what your child's strengths and difficulties are and then together, we will decide what the next steps are for your child. We will make a note of what has been discussed and add to your child's record.

The SENCO may carry out one or more of the below:

- Observation in different subject areas
- Review of behaviour record
- Academic progress analysis
- Social skills questionnaire
- Referral to outside agency

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

All our subject 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:

- Handwriting
- Spelling
- Reading and comprehension
- Mathematics
- Social skills
- Behaviour
- Attitude to learning

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 give the pupil extra tuition to try 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 we will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the pupil in the classroom and during social times to see what their strengths and difficulties are. They will have discussions with your child's teachers, 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, or a paediatrician.

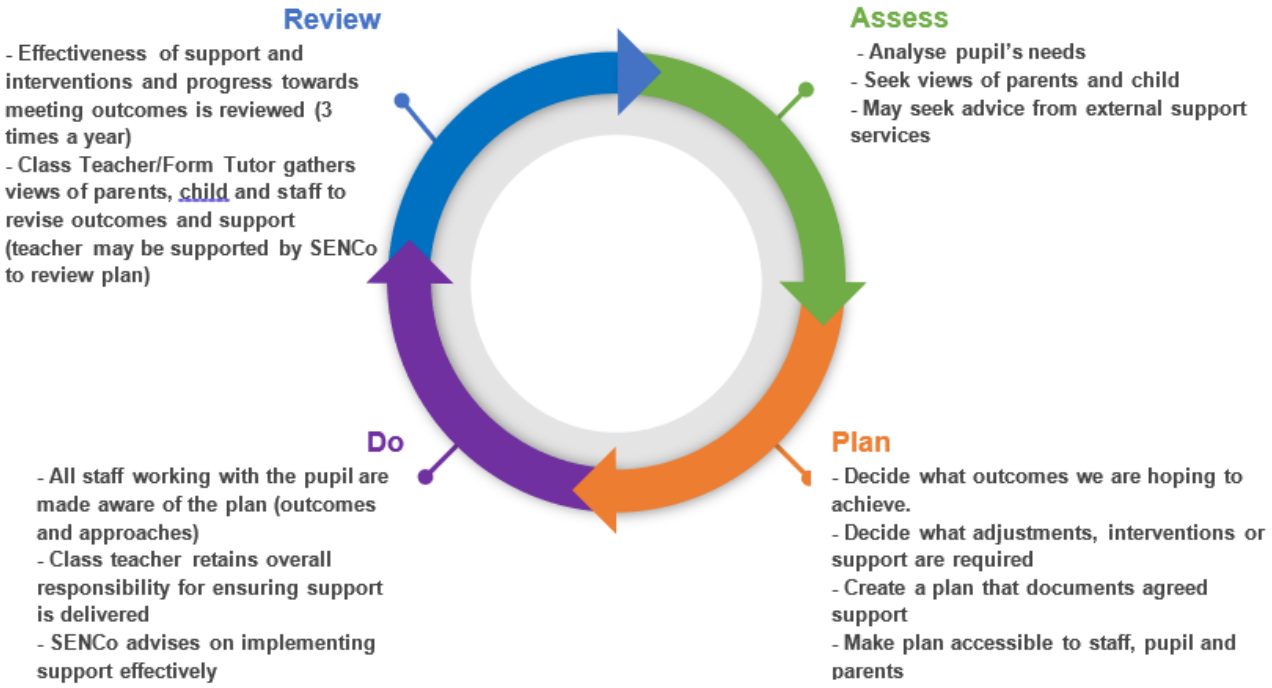
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the 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**.



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

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

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 termly reports on your child's progress.

Your child's class/form teacher will also meet you during Parent/Carer evenings 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, and you will be given a copy.

If you have concerns that arise between these meetings, please contact the SENCO via phone or email

Phone: 01270 218150

Email: k.humphreys@creweutc.org.uk

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 responsible and accountable for the progress and development of all the pupils in their class.

High-quality 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 grouping, adapting the teaching style or content of the lesson, etc.
- Adapting 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, reading pens, coloured overlays, larger font, etc.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Enhanced Pastoral support
	Speech and language difficulties	Speech and language therapy – referral to outside agency
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Literacy intervention – e.g. That Reading Thing, Read Write Inc Fresh Start
	Moderate learning difficulties	Specific to need
Social, emotional and mental health	ADHD, ADD	Time Out Card / Rest breaks Enhanced Pastoral Support
	Adverse childhood experiences and/or mental health issues	Enhanced Pastoral Support Counselling – e.g. Visyon, Motherwell
Sensory and/or physical	Hearing impairment	Specific to need
	Visual impairment	Specific to need
	Multi-sensory impairment	Specific to need
	Physical impairment	Specific to need

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 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- 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

- 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 SEND?

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

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in all extra-curricular activities, e.g. Employer Set Projects (ESPs).

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 that they can be included.

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

All admissions are carried out in line with Cheshire East, this includes all EHCP. We will respond to consultation with Cheshire East within the 15 working days.

13. How does the school support pupils with disabilities?

Pupils with SEN are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments. Where required, the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person or by phone.

The college complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the college is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the college will make reasonable adjustments to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be involved in termly our Employer Set Projects (ESPs)
- Pupils with SEN are also encouraged to be part of enrichment activities offered to promote teamwork/building friendships
- Enhanced Pastoral Support is available for pupils with SEN

We have a 'zero tolerance' approach to bullying. We take every step to ensure we reduce the incidents of bullying at our college. These are just some of the methods we use on a daily basis.

- Fostering an anti-bullying atmosphere
- Developing preventative approaches through the curriculum

- Establish procedures to deal with bullying
- Creating a safe atmosphere for the disclosure of bullying including an anonymous bullying box.
- Logging all incidents on the BPHI log (Bullying, Prejudice and Hate Incidents) so we can spot trends and take appropriate preventative action.
- Acknowledging and dealing with the presence of an incidence of cyber bullying
- Identify and carefully police high risk locations in college.
- A quiet area for use at lunchtime
- Provide support for victims through peer support and teacher support
- Restorative dialogue
- Learning opportunities through SMSC/Life Studies/Tutor Time

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

Insert your approach for pupils moving between years, schools, phases, and onto adulthood. Insert the ways your school prepares pupils for each transition. Please note, the below are suggestions only.

Between years

To help pupils with SEND 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
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

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

Between phases

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

Onto adulthood (for secondary schools)

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Charlotte Casewell, Assistant Principal and Designated Safeguarding Lead will work with Kathryn Humphreys, 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 SEND. 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?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, 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.

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

If you have questions about SEND, 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 local offer. Cheshire East publishes information about the local offer on their website:

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

- SEND support (cheshireeast.gov.uk)

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

- South Cheshire CLASP
- Cheshire Autism Practical Support

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

- CEIAS
- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Adapted / adaptive practice** – when teaching is adjusted to meet the needs of the learner.
- **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 SEND 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

- **Early Identification of Needs Pathway** – the steps the school takes to decide what support a child 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 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 SEND
- **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 which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. 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 which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages