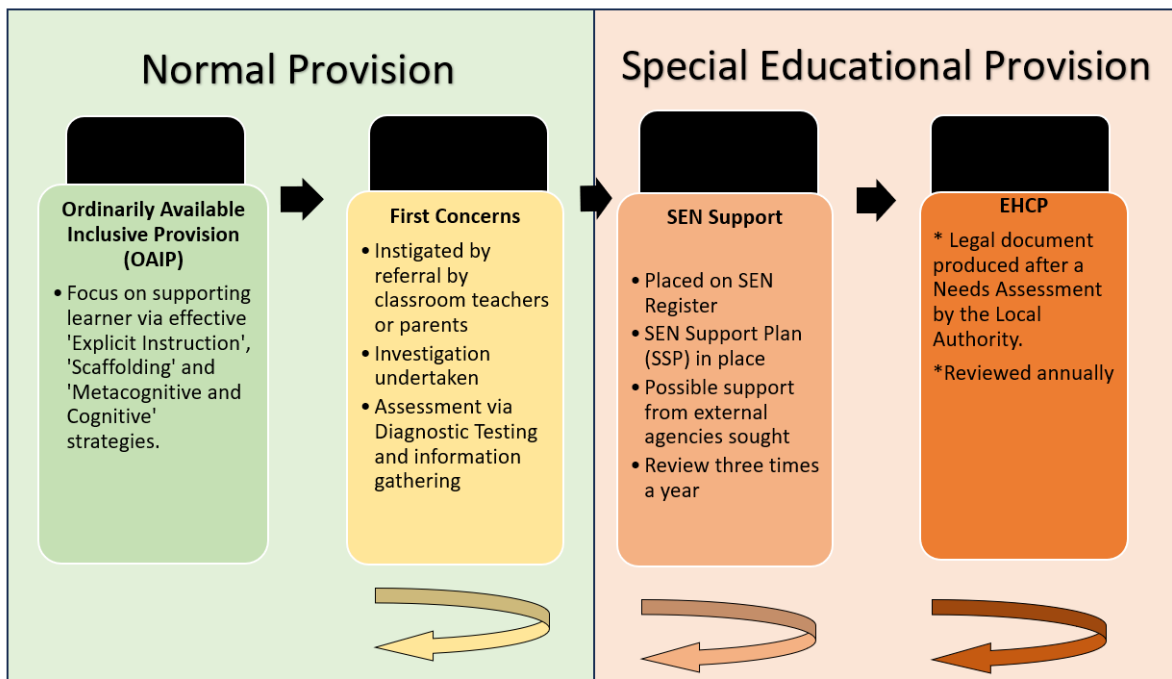


SEND Information Report 2024

Our aim is for every pupil to fulfil their potential in all areas of development. We achieve this via early needs identification and providing support as necessary in response to these needs. We believe that all teachers are teachers' of SEND.

Our key principles are:

- To identify, at the earliest opportunity, barriers to learning and participation.
- To enable all children, whatever their special educational need or disability, to receive appropriate educational provision through a broad, balanced curriculum.
- To involve parents/carers in planning and supporting at all stages of their child's development.
- To ensure that pupils with SEND have a voice and are given opportunities to express an opinion and that this opinion will be taken into account in matters affecting them.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.



We implement an **Early Identification Pathway**. Early identification and adaptations to teaching ensure that most children's needs can be met as part of the school's normal provision.

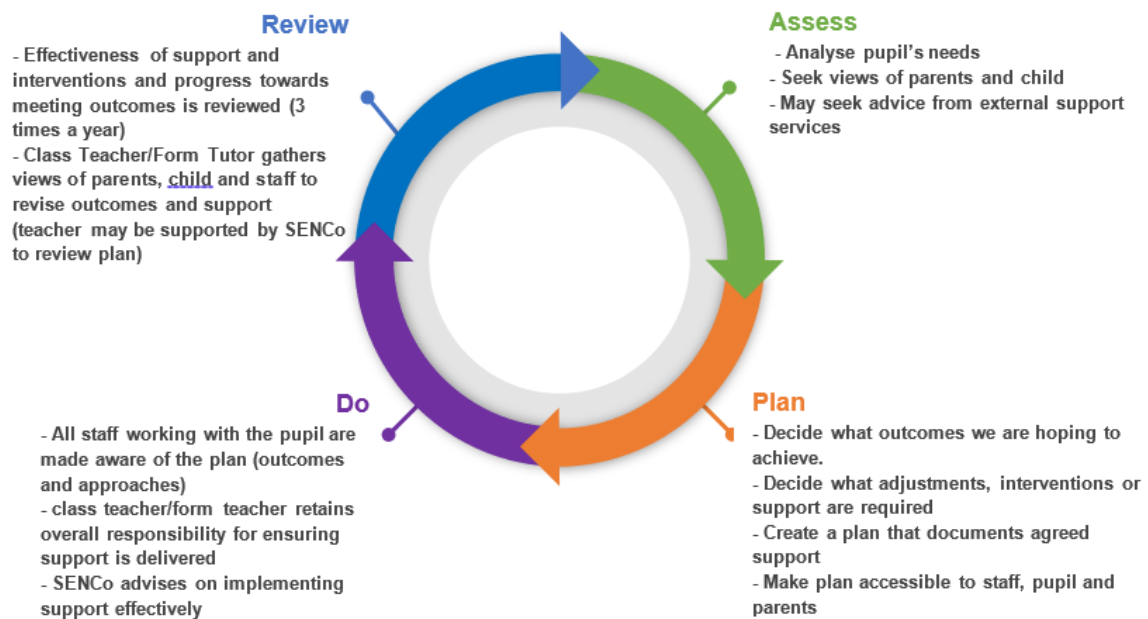
A child is classed as having Special Educational Needs if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We review the support children receive and the progress they make regularly by assessing pupils needs, putting plans in place, delivering support and then reviewing this support. This creates a review process we call our **graduated approach**.



Enquiries about a child's progress should be addressed to the class teacher or form tutor in the first instance since they know the child best.

The School's **SENDCO** is Rebecca Ellis.

She is responsible for the day to day operation of the school's SEND Policy and can be contacted by email at sendco@sws.cheshire.sch.uk or by telephone on 01270 660880 at the end of the school day.

SEND Policy

Our SEND Policy contains information on how we aim to support children with special educational needs. It states the school's vision and aims for SEN and includes information about the principles that shape the day to day processes of the school.

SEND Information Report

The SEND Information Report explains how the school's SEND Policy is used. It explains how help and support works for children with SEND at Sir William Stanier School. It details what happens and how.

Accessibility Plan

The school's accessibility plan indicates the actions we are planning to take to make our school as inclusive as possible.

Other useful sources of information

The Cheshire East Local Authority publish a **Local Offer**. This offer has links to the support available in this local area related to special educational needs. It can be found here [Local offer \(cheshireeast.gov.uk\)](https://www.cheshireeast.gov.uk/local-offer)