

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- [SEND & Inclusion | Sir William Stanier School](#)

You can ask a member of staff to make a copy/send you the policy. Please contact Michele Dobson, PA to the Headteacher- michele.dobson@sws.cheshire.sch.uk

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
	Severe 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 Rachel Davies (Assistant Headteacher for Inclusion). Rachel joined the school in January 2026 as Assistant Headteacher for Inclusion. She is an experienced SENCO and holds the National Award for Special Educational Needs Coordination (NASENCO) qualification.

Rachel is a qualified English teacher and has extensive experience supporting pupils with a wide range of additional needs. She has recently completed a Level 7 qualification in Attachment and Trauma with the University of Chester and also holds a National Professional Qualification (NPQ).

As Assistant Headteacher for Inclusion, Rachel works closely with pupils, families, staff and external professionals to promote an inclusive approach across the school and ensure that pupils with SEND are supported to achieve their full potential.

Alongside her duties as Assistant Headteacher & SENDCo, she also has a teaching timetable commitment.

The SENDCo is contactable via email or by phone. The best time to make contact by phone is at the end of the school day:

Rachel.davies@sws.cheshire.sch.uk

sendco@sws.cheshire.sch.uk , 01270 660880

Assistant SENCO's

Our assistant SENCO for Key Stage 3 is Lydia Chapleo, who is the main point of contact for Year 6 (Transition), Year 7 & Year 8 and Year 9. She studied Fashion & Illustration at the University of Chester, before beginning her career working with children in Dubai, where she supported pupils in a nursery within an English international school.

Lydia has 2 years' experience in the role of assistant SENDCo and has also worked as a higher level teaching assistant, intervention lead & family support worker prior to joining Sir William Stanier School.

Lydia has a wealth of knowledge in various interventions such as ELSA, Lego Therapy & Lexonik Leap. She will be completing the National Professional Qualification in SEN Coordination beginning in 2026.

Lydia's non-working day is a Wednesday.

The Assistant SENDCo is contactable via email or by phone. The best time to make contact by phone is at the end of the school day:

sendco@sws.cheshire.sch.uk

lydia.chapleo@sws.cheshire.sch.uk, 01270 660880

Our assistant SENCO for Key stage 4 is Sally Slater who is the main point of contact for year 10 and Year 11. Sally is our newly appointed assistant SENCO and has over 20 years experience teaching children and young people with SEND in both specialist and mainstream settings.

She began her career as a teacher in a London comprehensive school, before moving to Cheshire to work in a school for pupils with Social, Emotional and Behavioural Difficulties (now SEMH). During this time she qualified as a specialist dyslexia teacher and assessor and completed the National Professional Qualification in SEN Coordination.

Sally has extensive experience of cognition and learning and is adept at making specific, individualised, targeted recommendations to support neurodivergent learners to reach their potential. Sally is committed to promoting inclusive practice and ensuring every young person receives the support they need to thrive at school.

The Assistant SENDCo is contactable via email or by phone. The best time to make contact by phone is at the end of the school day:

sendco@sws.cheshire.sch.uk

sally.slater@sws.cheshire.sch.uk , 01270 660880

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. The multi-academy trust, The Learning Partnership, also provide and support with regularly opportunities for continuing professional development.

Learning Support Assistants (LSAs)

We have a team of 15 Learning Support Assistants, including 3 higher-level teaching assistants (HLTAs) and 2 EAL specialists who are trained to deliver SEN provision.

We have a number of Learning Support Assistants who are trained to deliver interventions such as ELSA, Lexonik Leap, Lexonik Advance, Reading Fluency, Precision Teaching, Lego Therapy, etc.

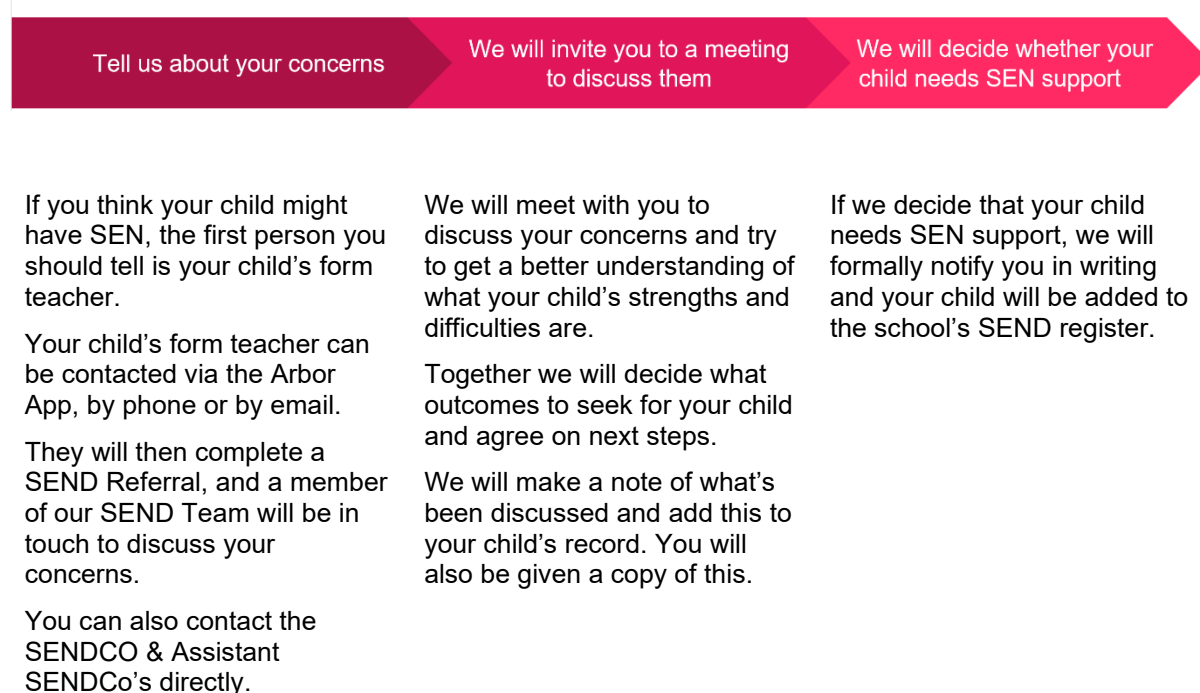
In the last academic year, some of our LSAs have been trained in First Aid & Mental Health First Aid.

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 eg. the Cheshire East Autism Team
- Voluntary sector organisations

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



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

All our class 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 difficulties with literacy or numeracy, challenges with communication and interaction, emotional regulation, attention and focus, or forming positive relationships with peers.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. Where gaps in learning are identified, teachers will adjust their teaching approaches, using targeted strategies to revisit prior knowledge and support pupils in securing essential understanding. 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 contact you to discuss the possibility that your child has SEN, and following this, will submit a SEND Referral to the SEND Team.

The SEND Team will observe the pupil in the classroom and in the playground 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 SEND Team 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, with your consent.

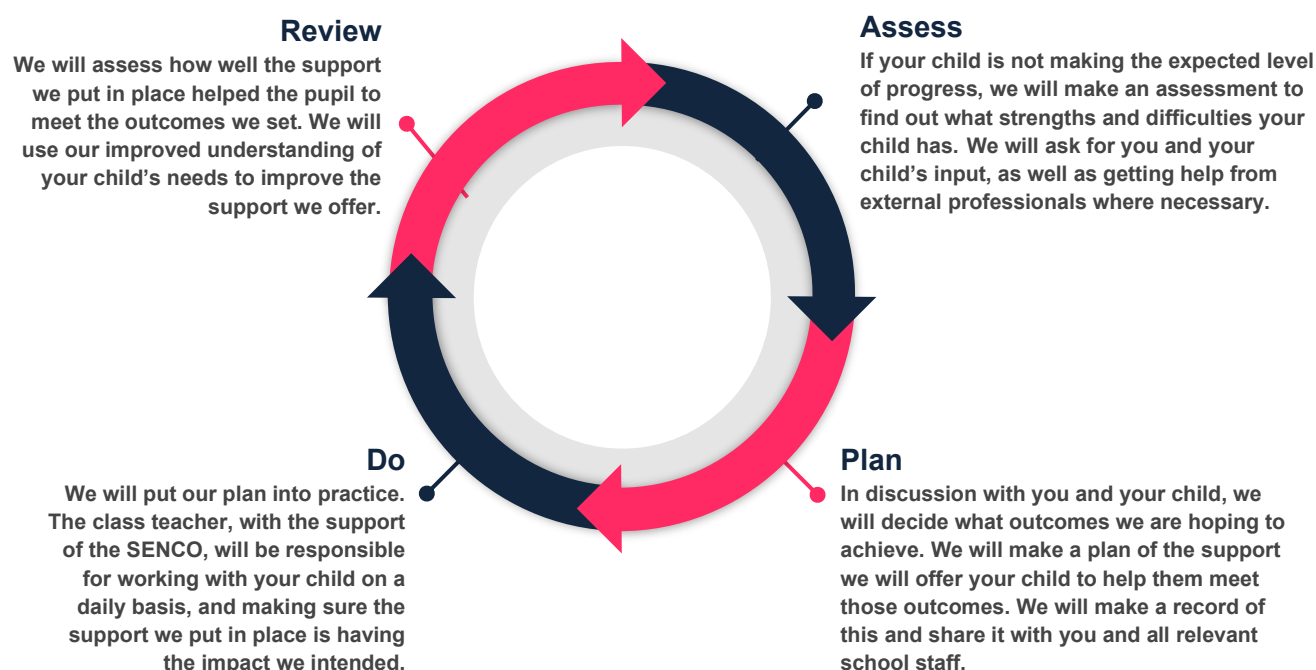
Based on all of this information, the SEND Team will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SEND Team 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 updates on your child's progress in line with the school's assessment and reporting cycle.

Key staff involved in your child's education will meet with you at least three times a year, through a combination of parents' evenings, planned meetings and discussions by phone or email, to:

- set clear outcomes for your child's progress
- review progress towards those outcomes
- discuss the support that will be put in place in school to help your child make progress
- agree shared responsibilities, including what the school will do, what we will ask you to do, and what we will ask your child to do.

This approach reflects best practice guidance outlined in the SEND Code of Practice.

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 at any time, please contact your child's form tutor, or the SEND Team directly. The contact details for the SEND Team can be found in Section 2 (page 3) of this policy.

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 are 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 'one 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, additional adult support, 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, coloured overlays, visual timetables, larger font, etc.
- Learning Support Assistants may be assigned to support individuals when a pupil has a recognised or medical need requiring one-to-one support.
 - *Following best practice in the SEND Code of Practice, one-to-one support is used to meet specific needs while promoting independence and preparation for adulthood, within the resources available.*
- Learning Support Assistants will support pupils in classes where there are a higher number of pupils with SEN, to provide flexible support such as delivering small-group interventions, supporting access to the curriculum, helping pupils regulate their emotions & behaviour, and assisting with additional learning or social needs.

We may also provide additional interventions outside of the classroom, such as:

- Lexonik Leap & Lexonik Advance: Structured programmes to support reading, spelling, and literacy skills.
- Reading Fluency: Support to improve reading accuracy, speed, and comprehension.
- Precision Teaching: Focused, one-to-one practice to secure specific skills and knowledge.
- Handwriting: Targeted support to develop legible and fluent handwriting.
- Touch-Typing: Developing keyboard skills to support written work and independence.
- Language for Behaviour and Emotions: Supports pupils in understanding and expressing emotions effectively.
- Talkabout for Teenagers: A social communication skills programme for older pupils that supports self-awareness, conversational skills, friendship skills, and assertiveness.
- Lego Therapy: Social skills intervention using structured Lego-based activities to develop communication, teamwork, and problem-solving skills.

- ELSA (Emotional Literacy Support Assistant): One-to-one or small-group support for emotional wellbeing and social skills.
- Starving the Anger & Anxiety Gremlin: Programmes designed to help pupils manage anger, anxiety, and related behaviours.

Below are some of the ways that we support pupils' needs through our SEN Support Offer:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables, social stories, structured routines, sensory breaks, social skills groups.
	Speech and language difficulties	Speech & language therapy (NHS), targeted language interventions, visual supports, simplified instructions.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Coloured overlays, targeted literacy & numeracy interventions, structured scaffolding, multi-sensory approaches.
	Moderate learning difficulties	Small-group interventions, scaffolding, visual aids, targeted literacy & numeracy support.
Social, emotional and mental health	ADHD, ADD	Preferred seating arrangements, access to a safe space to regulate, scheduled movement breaks, positive behaviour strategies.
	Adverse childhood experiences and/or mental health issues	Targeted intervention, emotional check-ins, access to a safe space to regulate.
	Social, emotional or regulation difficulties	Targeted and/or small-group intervention, restorative approaches, access to a safe space to regulate, scheduled movement breaks.
Sensory and/or physical	Hearing impairment	Preferred seating arrangements, visual supports, classroom acoustics consideration, use of hearing aids.
	Visual impairment	Limiting classroom displays, large-print resources, preferred seating arrangements.
	Multi-sensory impairment	Multi-sensory approaches, adapted resources, specialist equipment, one-to-one support if required.
	Physical impairment	Accessible classroom layout, adapted furniture/equipment, physiotherapy programmes, one-to-one support if required. <i>Please see our Accessibility Policy for further information.</i>

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 a number of week (dependent on the frequency required by the intervention; typically, 6 weeks)
- Using pupil questionnaires
- Monitoring by the SEND Team
- Holding an annual review (if they have an education, health and care 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
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If this is the case, we will consult with external agencies to get recommendations on the most effective support for your child. The school's SEN support offer is funded from our notional SEN budget, and where additional support is required beyond this, we will work with families and the local authority to seek further funding, for example through an Education, Health and Care Plan.

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 our before and after-school clubs.

All pupils are encouraged to go on our school trips, including any residential trips that may be organised.

All pupils are encouraged to take part in sports days, school plays, activities in school led by external providers, visits or trips offsite, etc.

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?

We receive consultations from the local authority for all pupils whose EHCP names our school. We carefully review the contents of each plan, communicate with the pupil's current school and family, and consider the recommendations within the SEND Code of Practice to make a professional judgement about whether we are able to meet the pupil's needs. We follow statutory guidance by responding to all EHCP consultations within 15 days of receipt, where we are reasonably able to do so.

Where appropriate, we are happy to:

- Attend Year 6 EHCP annual reviews
- Support any ongoing EHCP needs assessment requests with a view to the child transitioning to our school
- Offer advice and guidance to families about the support available in school

We work closely with our feeder primary schools and any other primary schools from which pupils are joining us, to gather information about each child's educational and additional needs prior to admission. This helps us to identify any support that may be required early.

All pupils benefit from a universal transition programme, and for those who require additional support, we provide an enhanced transition programme tailored to their needs. This includes extra visits, meetings with staff, and personalised induction planning to ensure a smooth start.

We aim to ensure that our admissions arrangements and oversubscription criteria do not unfairly disadvantage pupils with a disability or SEN. Where places are limited, pupils with an EHCP that names our school are admitted before other places are allocated, in line with statutory requirements.

13. How does the school support pupils with disabilities?

At Sir William Stanier School, we are committed to ensuring that all pupils, including those with disabilities, are treated fairly and can fully access school life.

We provide facilities and support to help pupils access the school, including accessible classrooms, adapted furniture, and auxiliary aids or services where needed. Teaching and resources are adapted to ensure all pupils can participate in the curriculum, and adjustments are made to support access to extracurricular activities.

We also aim to provide information in accessible formats to meet individual needs. Our full Accessibility Plan, which sets out how we continue to improve access to the curriculum, the physical environment, and information, is available on the school website or from the school office.

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 part of the school council, attend extra-curricular clubs/groups, attend school trips & educational visits, etc.
- We offer a safe space for pupils with SEN to access during social times, where they can develop friendships, social skills, and teamwork in a supportive environment.
- We provide additional support for pupils who require extended time or help with emotional regulation, and we ensure that the views of pupils with SEN are actively listened to and valued through our SEN Provision, Aspire.
- We have a 'zero tolerance' approach to bullying. Please see our Anti-Bullying Policy which can be found here- [School Policies | Sir William Stanier School](#)
- Each year group is led by a Head of Year, supported by a Key Stage Lead, who can support with any pastoral support needs.
- All pupils are encouraged to name a "Champion"; a member of staff that they feel they can go to when they are in need, who can advocate & support them when issues or worries arise.

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

Between years

To help pupils with SEND be prepared for a new school year we:

- Ensure that relevant staff from the pupil's current and next year's teaching teams meet to discuss their SEN needs and any additional support required.
- Provide opportunities for pupils to meet or work with their new teachers towards the end of the summer term, helping them become familiar with new routines, expectations, and subjects.

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

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming pupils near the end of the summer term.

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

Onto adulthood

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?

The designated teacher for Looked After & Previously Looked-After Children is also Rachel Davies.

The designated teacher for Looked After & Previous Looked-After Children will work 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?

The school's complaints procedure can be found here- [Policies & Reports | The Learning Partnership](#)

In the first instance, we always aim to work collaboratively with parents and carers to address any worries or concerns about your child's SEN provision. We encourage you to speak directly with your child's key staff or the SEND Team so that we can understand the issue and work together to find a resolution.

If you feel that your concerns have not been resolved through this approach, you may follow the school's formal complaints procedure, which is available on the school website or from the school office.

Complaints about SEN provision in our school should be made to headteacher 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. In Cheshire East, the mediation service is The Together Trust- [Together Trust](#)

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's local offer. Cheshire East publishes information about the local offer on their website- [Live Well Cheshire East](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) The Cheshire East Information, Advice & Support Team's website can be found here- [Cheshire East Information Advice and Support](#)

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

- [Cheshire East Parent Carer Forum](#)
- [home - Rubys](#)
- [Autism Inclusive | Crewe](#)
- [Home - Cheshire PA 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
- **SENDCO** – the special educational needs & disabilities 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

