

# Cledford Primary School SEND Information Report

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



Cledford Primary School  
*a brighter future together*

## Cledford Primary School SEND Information Report

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<b>Name of Setting</b>	Cledford Primary School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<div style="display: flex; flex-wrap: wrap; padding: 5px;"> <div style="width: 33%;"><input checked="" type="checkbox"/> Mainstream</div> <div style="width: 33%;"><input type="checkbox"/> Resourced Provision</div> <div style="width: 33%;"><input type="checkbox"/> Special</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Early Years</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Primary</div> <div style="width: 33%;"><input type="checkbox"/> Secondary</div> <div style="width: 33%;"><input type="checkbox"/> Post-16</div> <div style="width: 33%;"><input type="checkbox"/> Post-18</div> <div style="width: 33%;"><input type="checkbox"/> Maintained</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Academy</div> <div style="width: 33%;"><input type="checkbox"/> Free School</div> <div style="width: 33%;"><input type="checkbox"/> Independent/Non-Maintained/Private</div> <div style="width: 33%;"><input type="checkbox"/> Other (Please Specify) <input style="width: 100%;" type="text"/></div> </div>
<b>Specific Age range</b>	2-11
<b>Number of places</b>	2 Form Entry
<b>Which types of special educational need do you cater for? <i>(IRR)</i></b>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid #ccc; height: 150px; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document. Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



### Questions from the Parent/Carer's Point of View:

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#### Identification

##### **How will you know if my child or young person needs extra help? (IRR)**

Our school works in line with the Inclusion Toolkit created by the Cheshire East SEND team to support early identification of pupils with Special Educational Needs and/or Disabilities (SEND). This toolkit aims to ensure that pupils have the 'right support at the right time in the right place' and are identified as needing additional help and support as early as possible. This may be a result of concerns about the pupil's wellbeing and social interaction, or due to their academic progress. Our school works with parents, other schools, pre-schools and external agencies to gather as much information as possible about a pupil before they enter the school and throughout their time here. We work closely with the pupil ensuring their opinion is valued throughout the entire process. The class teacher will discuss areas of concern with the Federation SENDCo, Assistant SENDCo and/or Senior Leadership Team and will make a careful assessment of the child's needs. The class teacher is responsible for the delivery of the curriculum through Ordinarily Available Inclusive Provision (OAIP) to all pupils within their care. When a pupil is first identified as showing a particular need in the development of their learning, the class teacher identifies and evidences all approaches that have been explored. A pupil who has not fully responded to OAIP may then be given support individually, in a group or may be provided adaptations so that they can access their learning in the whole class setting. This will include using recognised and evidence-based support or a more personalised intervention where necessary. After a period of intervention and additional support, if concerns still remain, the pupil may be placed on the SEND register and a SEND Support Plan will be written to address their individual needs. The class teacher decides on specific individual learning targets which need to be addressed. This is monitored by the Federation SENDCo, Assistant SENDCo and Senior Leadership Team. These targets are then agreed upon with the input of the pupil and parents/carers and will consider how parents/carers can offer support at home. These SEND support plans follow the graduated approach of Asses- Plan- Do-Review. They are working documents but are formally reviewed every term and during these reviews, the pupil involved is given the opportunity to discuss and review their achievement in relation to specific learning objectives. Outside agency support is sourced, if required, throughout this process for support and advice.

##### **What should I do if I think my child or young person needs extra help?**

In the first instance you should speak to the class teacher if you have any concerns or questions relating to SEND. This is the person who knows your child best and is best suited to answer any questions you may have. Class teachers are usually available for a brief chat at the end of the school day and are happy for you to make an appointment, via the school office, if you would like a longer discussion. If the teacher or parent/carers still feel there is a concern, the Federation SENDCo, Assistant SENDCo or a member of the Senior Leadership Team may become involved to offer additional support. Additionally, our Federation SENDCo offers a weekly SEND drop-in for parents/carers. There is no appointment needed for this drop-in. This is a weekly opportunity for a brief chat with the SENDCo to discuss any additional needs that your child may have (see the school website for more information). If you would prefer a telephone call, from the SENDCo or your child's class teacher, or require a longer meeting this can be arranged by contacting the school office.

##### **Where can I find the setting/school's SEND policy and other related documents? (IRR)**

The SEND policy is reviewed and updated annually. It is found on the school website.



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## Teaching, Learning and Support

### How will you teach and support my child or young person with SEND? *(IRR)*

With an emphasis on Ordinarily Available Inclusive Provision (OAIP), the school aims to ensure that all pupils are supported to learn in an inclusive environment. Class teachers ensure there is appropriate adaptation within lessons and incorporate different approaches and resources to support learning. The school has a wide range of intervention programmes and adaptations which are designed to help pupils who require additional support and encourages the development of independence skills. The school will work with outside agencies and specialists wherever required to ensure that the needs of a pupil are met. If a pupil requires a specific SEND Support Plan, the pupil and parent/carer will be fully involved in the creation of the SEND Support Plan and during any subsequent reviews.

### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

Pupils are supported to access the curriculum through highly adapted learning activities and flexible groupings so that individual learning needs are met as closely as possible. Class teachers use a variety of individualised strategies to ensure that any barriers to learning are overcome or supported. The school is committed to adapting the learning environment to meet the needs of all pupils. Equipment is used to support individual needs enabling pupils to access the curriculum, develop independence skills and promote inclusion, for example through the use of visual prompts and personalised spelling and word banks. If any additional provision is provided for a pupil, the effectiveness of the approach or strategy is closely monitored and the pupils' progress is tracked rigorously throughout the school year.

### How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The school strives to ensure that resources are carefully allocated according to the needs of pupils. If appropriate, the school will work closely with external agencies to obtain specialist personalised equipment. The school regularly reviews the allocation and effectiveness of resources, including human resources, to meet the needs of pupils. If pupils require support beyond what the school budget has allocated, the school may begin the process of an Education Health Care Plan (EHCP) needs assessment in order to access additional funding from the Local Authority. This Needs Assessment would be supported by evidence gathered from the class teacher, Federation SENDCo, Assistant SENDCo and other professionals working with the pupil.

### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

The school works closely with teachers, parents/carers, pupils and any relevant agencies to decide on what type of support the pupil will receive and how this will be implemented. We discuss the range of provision and support available and decide which will meet the needs of the pupil most effectively. The support given is continually evaluated and reviewed to consider the progress the pupil has made in a specific area of learning. Throughout the entire process the pupil and parents/carers are fully involved.

### How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

The school assesses each pupil's needs on an individual basis and will ensure as far as possible that any equipment required is obtained to ensure the pupil can access learning and participate in all areas of wider school life. The school will work with other external agencies, such as Occupational Health, to explore the most effective equipment and facilities for a specific learning need. The school uses a variety of resources and equipment to support pupils' individual learning needs. The school is wheelchair accessible and has disabled toilet facilities.



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## Teaching, Learning and Support

### How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

The progress all pupils make is continually monitored. If there are areas of learning where pupils are not making good progress, these are identified and strategies are implemented to provide support. Teaching staff communicate with parents/carers to identify any areas of concern and work together to decide on how to overcome any difficulties. These may be gathered into an individual SEND Support Plan or First Concerns Profile which will offer advice and guidance for parental support. The school liaises with local support services to offer parental support and guidance and to discuss different strategies and practices used in school. Where required, teachers engage with parents/carers on an informal and regular basis to discuss their child's progress and achievements. The school takes necessary measures to ensure that any barriers to communication with parents are overcome. Additionally, parents/carers are formally informed of their child's progress and targets during twice yearly parents' evening and through the annual written school report.

### How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

Pupils' views and opinions are sought and valued in our school. They are actively involved in setting targets on their SEND Support Plan and discuss the progress they have made during the review process. Pupils are supported to engage in this process in an accessible and individualised way to ensure they can communicate their views and opinions.

### How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The school's Senior Leadership Team continually evaluates the impact of intervention programmes and explores different strategies to maximise progress for pupils. The progress of individuals is monitored across the school and the impact of strategies and provision is reviewed and evaluated. Staff and governors discuss the progress of pupils with SEND and this information is shared at parent contact evenings and on the annual report in addition to informal parental meetings. Parents and pupils are also involved in reviewing support plans and making suggestions for further action.

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## Keeping Students Safe and Supporting Their Wellbeing

### How do you ensure that my child or young person stays safe outside of the classroom?

All staff (including non-teaching staff) receive annual 'Keeping Children Safe in Education' training with additional weekly safeguarding briefings during staff meetings. In order to help pupils to keep safe, risk assessments are carried out to outline any areas of concern and measures are taken to limit or control these. This includes residential risk assessments which are submitted to Cheshire East Council to review prior to a visit. If necessary, specific support is given throughout different parts of the school day by key designated members of staff, for example; during playtimes or at the beginning of the school day for meet and greet arrangements. All members of staff are informed of specific needs and training is provided. If required, individual adaptations are made to educational visits and/or residential experiences to ensure the inclusion and safety of all pupils. Key staff are trained in basic first aid and all staff are aware of the Critical Incident Policy which outlines the procedures to follow in an emergency.



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## Keeping Students Safe and Supporting Their Wellbeing

### What pastoral support is available to support my child or young person's overall well-being?

Our school places a strong emphasis on pastoral support and understands the importance of supporting the social and emotional wellbeing of all children. The school uses social stories, circle times and assemblies to promote friendships and positive social interaction. We also offer social, emotional learning interventions for bespoke intervention work. We have a Pastoral Manager available to children and their families who is also a trained Emotional Literacy Support Assistant (ELSA). Some pupils may be provided with 1:1 or small group support to address a specific need and develop social skills. Pupils are continually supported to develop positive relationships. Pupil led committees such as the School Council and Wellbeing Ambassadors regularly meet to discuss opinions and views which are valued and acted upon. Pupils are given various other responsibilities to increase their confidence and self-esteem. We offer social interaction and reflection interventions at break and lunch times to support pupils in both team games and social development, as well as providing opportunities for pupils to share worries with trusted adults.

### How will the setting, school or college manage my child or young person's medicine or personal care needs?

The school has a Supporting Children with Medical Conditions Policy which covers the administration of medicines. This can be found on our school website. Where required, personal care plans are created with discussion between the school, health professionals, parents/carers and pupils. Additional adult support is provided if required. These plans are reviewed to ensure all needs of the pupil are being met. Key staff are trained in basic first aid and all staff are aware of the Critical Incident Policy which outlines the procedures to follow in an emergency.

### What support is available to assist with my child or young person's emotional and social development? *(IRR)*

We are a nurturing school. We endeavour to promote a strong ethos of care and nurture to support children's social and emotional development. All staff support the development of positive relationships and provide pupils with strategies to regulate their emotions in social situations. We have bespoke social and emotional learning interventions and a Pastoral Manager to work with children and their families. We work with Social Care providers to support children in their social and emotional development, including running Family Help Plans and attending all necessary Child in Need and Child Protection meetings.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

We have a positive behaviour policy which can be accessed on our school website. The school places a great emphasis on establishing a positive, nurturing ethos that supports the concept of the 'whole' child, helping them to achieve their potential. We do this in a variety of ways through developing positive relationships with pupils and parents/carers, and a variety of rewards to praise good work or excellent effort. Pupils can earn spot rewards by following the school rules and demonstrating respect, responsibility and resilience. When pupils are finding it difficult to follow the behaviour policy, we will look at how we can address this on an individual basis. We will work with the pupil and parents/carers to understand the cause of the behaviour and use different strategies to enable them to manage their behaviour. Individual Behaviour Support Plans are established where necessary and implemented and reviewed regularly. The behaviour policy is regularly reviewed. Attendance is monitored carefully by our Senior Leadership Team, Pastoral Manager and Attendance Team. Regular meetings are held with the families of any pupils for whom attendance is a concern, with support offered to improve attendance.



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## Working Together & Roles

### What is the role of my child or young person's class teacher?

The role of the class teacher is to plan and deliver opportunities to develop the academic, social and emotional wellbeing of the pupils. They monitor each pupil's progress and plan and deliver learning opportunities to meet their needs, including any additional help they may need. Teachers carefully plan the use of resources and work closely with teaching assistants and other support staff to ensure pupils are given the support they need. Where required, they will write and review SEND Support Plans or First Concerns Profiles, including the involvement of all relevant parties. They work closely with outside agencies and other support staff to ensure they meet the needs of the pupils. They follow the school's policies in all aspects of their work. Other suitably skilled adults may work with pupils with SEND to help deliver specific interventions, targeted activities or adaptations. Class teachers ensure that all relevant information is shared appropriately with any member of staff working with specific pupils. Class teachers ensure positive relationships with pupils are prioritised, recognising the positive impact this has on pupils' sense of belonging, wellbeing and educational achievement.

### Who else has a role in my child or young person's education?

The Senior Leadership Team (SLT), will take the strategic lead when dealing with all SEND matters. SLT will oversee the role of the Federation SENDCo and Assistant SENDCo and support all class teachers with the early identification of those pupils in need of an intervention, adaptation or outside agency support.

In line with the recommendations in the SEND Code of Practice 2014, the SENDCo will oversee the day-to-day operation of the SEND policy in the following ways:

- Maintain an up to date and accurate school register of pupils with SEND
- Co-ordinating provision for pupils with SEND
- Advising on the graduated approach to provide SEND support
- Overseeing the records of pupils with SEND to ensure that school keeps the records up to date
- Liaising with and advising colleagues including class teachers and support staff
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Liaising with parents of pupils with SEND, in conjunction with class teachers
- Contributing to the in-service training of staff
- Co-ordinating a programme of Annual Reviews for all pupils with an Education Health and Care Plan
- Working with Year 5 and 6 colleagues to oversee the transition arrangements for pupils with SEND to high school, including the transfer of information
- Working with EYFS colleagues to oversee the transition arrangements for EYFS pupils with SEND joining our school, including the transfer of information
- Working with colleagues to oversee the transition arrangements for in-year transfers for pupils with SEND joining/leaving our school across all year groups, including the transfer of information
- Monitoring the school's system for ensuring that SEND Support Plans and First Concerns Profiles have an appropriately high profile in the classroom
- Supporting subject leaders and SLT in the regular evaluation of the impact and effectiveness of additional interventions for pupils on the SEND register





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## Working Together & Roles

- Liaising with a range of outside agencies to seek advice and ensure that the provision of support for pupils with SEND is effective
- Keeping up-to-date with local and national SEND legislation and guidance
- Attending area SENCO network meetings and training as appropriate
- Liaising with the Governors and Trustees, keeping them informed of current issues regarding SEND such as SEND provision, attainment, progress and attendance and how this compares to others nationally, locally and within school.

Teaching Assistants and Learning Support Assistants may also work with pupils, for example in the running of intervention programmes, adaptations or by supporting in the classroom. Our Pastoral Manager who is also a trained Emotional Literacy Support Assistant (ELSA) may also work with pupils and their families to support with pastoral needs such as, improved self-esteem and self-confidence, reducing anxieties and regulating emotions. Additionally, a variety of external agencies and professionals may work with pupils with SEND according to individual need. In this instance parent/carer permission is sought.

## How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

The school ensures that any members of staff working with a pupil with SEND will have access to their Education Health Care Plan and/or SEND Support Plan. They will have regular opportunities to discuss the pupil's progress and attainment, contributing to reviews with any relevant parties.

## What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

The school ensures that all staff are knowledgeable about the provision for pupils with SEND through ongoing training. The Federation SENDCo has completed the Post Graduate National Special Educational Needs Co-Ordinator Award. Other members of staff have attended SEND development training covering various areas including autism and ADHD. The school continually sources professional guidance to further staff knowledge and expertise in areas appropriate to need. In addition to this the school has access to a variety of external agencies which offer specific support and expertise as identified in the next section.

## Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

The school works closely with a variety of specialist services such as: The Safeguarding Children in Education Team (SCIES), Cheshire East SEND Team, Cheshire East Autism Team (CEAT), Cheshire East Educational Psychologist Service, NHS Speech & Language Team (SALT), Child & Adolescent Mental Health Service (CAMHS), Paediatrics and other health professionals, Cornerstone Alternative Provision (Behavioural Support), Adelaide Outreach, Springfield Outreach, Virtual Schools, Visyon, The Sensory Inclusion Service (Hearing/Visual Impairments), School Nurse, Occupational Therapy Service, Physiotherapists, and other outside agencies whenever required.

## Who would be my first point of contact if I want to discuss something?

In the first instance, parents/carers are encouraged to discuss any queries with the class teacher either informally at the end of the day or by arranging an appointment.

Parents can also arrange a meeting with the Federation SENDCo or Assistant SENDCo for any further advice or guidance in matters relating to SEND.





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## Working Together & Roles

### Who is the SEN Coordinator and how can I contact them? *(IRR)*

Information about specific roles within the SEND Team and how they can be contacted can be found on the school website:

<https://www.cledford.cheshire.sch.uk/page/special-educational-needs-disability-send/18350>

### What roles do have your governors have? And what does the SEN governor do?

School Governors have a duty imposed by law to ensure that special provision is made. A named governor for SEND has been appointed who carries out regular monitoring of SEND in accordance with the Governor Monitoring role. This includes meeting with the Federation SENDCo, Assistant SENDCo and/or SLT regularly. The SEND Governor then reports back to the Governing Board, who then report to Trustees to ensure there is an understanding of the school's arrangements for SEND and its impact. This information is then used this to inform school improvement.

### How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

Pupil voice plays a significant role in the development of our school. Pupil's thoughts and opinions are of high importance and we ensure that pupils are supported to contribute to their SEND Support Plans. Regular pupil committee meetings, such as the School Council and Wellbeing Ambassadors, are held to gather information about the feelings of the pupils.

### What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

The school has an open-door policy which welcomes and encourages the involvement of all parents/carers in their child's learning.

### What help and support is available for the family through the setting, school or college? *(IRR)*

Our nurturing ethos extends to families who we endeavour to support in all areas as well as directing them to appropriate agencies and other local services for further guidance. We have a Pastoral Manager in school who offers ongoing support to pupils and their families. Additionally, we provide many opportunities for parental engagement throughout the school year.



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### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

We endeavour to ensure that our school and its facilities are accessible to everyone. We provide a range of after school clubs voluntarily run by staff. Educational visits and residential are organised and meticulously planned to meet the needs of the cohort attending.

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☒

Details (if required)

Are disabled changing and toilet facilities available? ☒

Details (if required)

Do you have parking areas for pick up and drop offs? ☒

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? ☐

Details (if required)



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## Inclusion & Accessibility

Additional Points:

- **Where can I find the setting's Accessibility Plan? [As described in the SEN Code of Practice]**

The Accessibility Plan can be found on the school website.

- **How are SEND students supported to access those facilities available to all students?**

See more information on the Equality Page of our school website.

- **Have there been improvements in the auditory and visual environment?**

The school continually assesses the effectiveness of the learning environment in order to meet the needs of all its learners, to support with this we may seek professional advice from external agencies such as the Cheshire East Sensory Inclusion Service.

- **How do you communicate with those whose first language is not English (including parent/carers)?**

School staff use a variety of resources, such as visual aids and technology, to support pupils, whose first language is not English, to develop their understanding of the English language. Where appropriate and upon request we can print written materials for both pupils and parents/carers in an alternative language and if it is necessary, we would endeavour to source a translator or use translation technologies to support with parent/carers communication. The school Pastoral Manager can also signpost parents/carers to further external support.

- **Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?**

The school strives to provide effective communication to all parties including to parents/carers. Communication with parents/carers can take a variety of forms including; telephone and e-mail communication, informal discussions, formal meetings, SEND review meetings, parents' evenings, written annual reports, a weekly newsletter, the school website, the Arbor app, etc. The policies and procedures of communication are reviewed regularly.

- **Is any specialist IT software or equipment available and used within the setting?**

Where appropriate, specialist IT software/equipment is used in school in order to meet individual needs. The impact and effectiveness of this software/equipment is continually reviewed as part of the usual Assess-Plan-Do-Review process. If appropriate, the school will seek advice from external professionals to recommend suitable IT software and/or equipment. In addition to this, the school has sourced support from a specialist IT support service who provide weekly onsite IT support and can offer further advice regarding specialist IT software/equipment, including supporting with its installation and providing staff training.



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## Transition

### Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

The school website provides access to contact details and relevant admission policies.

### How can parents arrange a visit to your setting, school or college? What is involved?

As well as specific open days, parents/carers are encouraged to contact the school office to arrange a visit. Contact details are available on the school website.

### How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

Parents/carers are encouraged to visit the school and discuss any concerns with school staff. The school collects information from all new parents/carers about their child's needs, allowing effective preparations for a positive transition. If your child has a higher level of need, we will work with other involved agencies to ensure that the child receives appropriate support and provision. On joining Nursery/Reception staff will make every effort to visit any previous settings to gather and share information. We hold information evenings for new Reception parents/carers before the beginning of the school year. In year 6, school staff work closely with secondary colleagues at other schools to share relevant information and make individualised transition plans for any learners with additional needs. Pupils are supported in their transition to high school by making visits with their peers and attending sporting events. Taster days are held at high school from year 5 onwards.

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## Additional Information

### What other support services are there who might help me and my family? *(IRR)*

Support services are offered to families depending of their individual need. More information can be found on the Cheshire East Live Well website.

### When was the above information updated, and when will it be reviewed?

**Updated:** March 2025    **Review Date:** March 2026

### Where can I find the Cheshire East Local Offer? *(IRR)*

The Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

### What can I do if I am not happy with a decision or what is happening? *(IRR)*

We welcome constructive dialogue with parents/carers.

We see the importance of regular communication and endeavour to pass on information effectively through informal discussions, formal meetings, weekly newsletters, the school website and regular whole school parent's evenings.

If you have any concerns or queries about your child's SEND needs or the provision in place to meet those needs, please contact a member of the SEND Team or the Senior Leadership Team.

A complains policy is available on our **school website**.