

Cheadle Catholic Infant School

SEND Information Report

As part of the Children and Families Act (2014) schools are required to publish a document setting out the services they offer for children and young people with special educational needs. We appreciate any questions or comments you may have that will contribute to this document and to our provision for children with needs.

Our school mission...



Senco: Mrs Dixon deborah.dixon@cheadle-inf.stockport.sch.uk

SEND Governor: Mrs C Sullivan

The definition of Special Educational Needs

“A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010.”

“A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable.”

(Special Educational Needs and Disability (SEND) Code of Practice, September 2014)

Our Shared Vision: Love, Respect, Shine

At Cheadle Catholic Infant School, we offer a broad, balanced and creative curriculum. Our aim is to provide secure foundations for future learning. We want to ensure that our children acquire skills, knowledge and understanding through a love of learning. We want to nurture a belief that nothing is impossible and that all barriers to learning can be overcome. Our ambition for all children is for them to be happy, respectful, loving, caring, confident and resilient learners who will grow up to be inspirational adults who will shine in all that they do.

Love:

Cheadle Catholic Infant School provides the opportunity for our children and families to love and be loved: 'We love because He first loved us.' 1John 4:19

We do this by:

- Creating a caring Catholic community in which all members can grow in love, trust and respect for one another.
- Providing a curriculum and learning environment where every child feels loved, safe and cared for.
- Providing a curriculum and learning environment where every child loves to come to school and loves to learn.
- Providing opportunities for children to show love for each other and God's world.

Respect:

Cheadle Catholic Infant School ensures that all children, families and stakeholders are respected and valued.

We do this by:

- Ensuring that each member of our Catholic school community feels special and is given the opportunity to shine as a child of God.
- Providing a happy, safe school where everyone is respected and listened to.
- Providing a curriculum where children are encouraged to develop mutual respect and tolerance for each other.

Shine:

Cheadle Catholic Infant School encourages all children to 'shine' and achieve in all that they do.

We do this by:

- Providing a broad and balanced curriculum which enables children to fully develop their talents, gifts and skills.
- Providing a curriculum will provide secure foundations for future learning.
- Nurturing confidence and high self-esteem.
- Having high expectations of every child and member of staff in school.
- Ensuring that our curriculum provides opportunities for our children to become confident, resilient and independent learners.
- Regularly celebrating the talents and achievements of all of our children.
- Providing opportunities for our children to develop the skills that will help them to succeed in life.
- Encouraging our children to be aspirational, enjoy challenge, determined, positive and reflective.

We link these values to 'Super Powers':

Cheadle Catholic Infant School
Super Powers.

We are unstoppable!

We show:

Determination

Independence

Problem solving skills

Bravery

Admissions to Cheadle Catholic Infant School

Our Admissions Policy can be found under Key Information on the school website. Any child with SEND is treated equally in all of the categories. For children with an EHCP, priority is given if Cheadle Catholic Infant School is the named school in the plan. At Cheadle Catholic Infant School, we support children with many different needs. Our staff are trained in supporting children who struggle with early application of reading, writing and Maths skills. We are also currently supporting children with Autism, ADHD, motor difficulties, hearing and visually impaired, social and emotional needs, including difficulties around attachment.

Who is there to help me and my child?

Mrs Dixon is our Special Educational Needs Coordinator, and can be contacted via email: senco@cheadle-inf.stockport.sch.uk

Parents should also contact their child's class teacher as they are responsible for your child's progress and development during their time at Cheadle Catholic Infant School. This can be done via phone or by emailing the class teacher.

Parents may also arrange to see the Headteacher, Mrs Pamela Glynn, at any time

email headteacher@cheadle-inf.stockport.sch.uk

Parents may wish to contact PACTS which is Stockport's official parent/carers forum for families of children with SEND.

<https://pactstockport.co.uk/contact/>

07786 101 072

Identification of Children with SEND

How does the school identify a child with SEND?

At Cheadle Catholic Infant School our teachers know all our children very well. This enables us to draw on many different strategies to ensure all needs are being supported. This happens on a day-to-day basis during all lessons by presenting the work to children in different ways. However, there may be a time when children need 1-1 or small group time to support their progress. In our school we have trained Teaching Assistants who carry out interventions for Maths, writing and reading as well as giving emotional support to children – we believe your child must be happy in order for them to learn.

For some children, further support is required. This may be because they are working significantly below their peers and have difficulties in one or more of the following areas:

Cognition and Learning

Physical and Sensory

Communication and Interaction

Social, Emotional or Mental Health

If your child requires additional support the Class Teacher will have an initial meeting with you to explain the SEND process. After this meeting, we will work with you to co-produce a SEND plan along with a One Page Profile. This profile details the strengths of your child as well as describing ways in how to best support your child at school. We work with parents at each stage as we recognise that they know their child best. If parents have any concerns about their child's progress or development, they should discuss this first with their class teacher.

How will the learning environment be adapted for my child?

For many children their needs will be met in the classroom, and through small group or 1-1 activities. However, we recognise that for some children an additional space that provides a calm, low-stimulus feel is more appropriate for their needs. With this in mind we have developed our Nurture/Sensory Pod. This is an area in our school grounds where the environment is purposefully designed as a pastoral space with fewer transitions. Children are led by key adults who know them well and have high aspirations for their social and emotional learning-preparing them for life beyond Cheadle Catholic Infant School. Our Nurture/Sensory Pod is a place of learning. It is a bespoke space where children access carefully planned classroom activities with greater opportunities for sensory learning. Staff at Cheadle Catholic Infant School understand that children learn in different ways therefore ensure that the curriculum is adapted to suit individuals' needs.

What extra support will my child get?

As we develop a child's SEND support plan, we will discuss any specific needs and how these can be met. Currently we provide:

- Small group teaching – phonics, Maths
- Small group social skills development
- Nurture activities such as Forest School.
- 1-1 phonic tuition
- 1-1 Resilience building

Teachers and Teaching assistants are trained in how to support pupils with autism, attachment, dyslexia and ADHD. We ensure that staff are trained to deliver activities with both in-house and external training. We work with outside agencies to support us in ensuring we are meeting the needs of our children. We also have a Mental Health Lead who supports emotional, mental and social development of our children.

How does the school review my child's progress?

At Cheadle Catholic Infants, we know that working with children is a team effort. We have an open-door policy and we welcome discussions with our parents. For our children with SEND, parents are invited in to meet termly with their class teacher at a review meeting and this is a great opportunity to discuss progress and concerns. This enables us to co-produce the child's SEND plan with all key adults involved. The class teacher will then write up the plan and send a copy to parents. At these meetings we also gather the children's feelings about their progress and if anything else might help them, this is then added to their One Page Profile. We also use this as an opportunity to celebrate their achievements with the child.

What is a SEND Plan?

This is a plan that will outline your child's strengths and SEND needs. The Class Teacher will set manageable and achievable targets for your child, which will be reviewed regularly, usually once a term.

Some children may only have a SEND plan for a term and some have it throughout school. They allow the Class Teacher and SENCO to ensure that the child is getting the best support possible.

Class Teachers will review these SEND Plans with you each term and they are checked by the SENCO. You will then be given a copy to keep at home.

What is an EHCP?

If your child's needs are long term and complex, then they may be eligible for an Educational, Health and Care Plan.

School will work alongside yourselves and the Local Authority to gather evidence, which will be submitted to a panel of professionals, who will decide if your child would benefit from an EHCP.

What else does school do to work with parents?

The SENCo conducts a survey each year asking parents of children with SEND about the provision school provides. We will also ask parents for feedback after review meetings. We have a SEND Parents' Forum which meets throughout the year and helps school to focus on different aspects of Inclusion for children with SEND. If parents have any concerns or questions, we ask that they speak to their child's class teacher or the SENCo. We can usually resolve any issues at this point. If parents still have concerns, then our Complaints Policy is available on the website.

Inclusion

How does school ensure my child feels included?

At Cheadle Catholic Infant School, the full curriculum is available for all our children, including trips, physical activities and extra-curricular clubs. If extra planning or adaptation is required, then this would be carried out with parental discussion. There may be occasions when this would include parental support. Within school, we discuss with children what fairness means – that everyone gets what they need, not everyone getting the same. We say that sometimes someone may need something extra to help them. We also have values of caring and respect which enables us to teach children the skills they show others that may have additional needs.

Transition

How does the school support a child moving between phases of education?

We have systems in place to support transition into school, from year group to year group and transition to Junior school. Before children start at Cheadle Catholic Infant School, parents have the opportunity to meet with the class teacher. We recognise that parents know their children well and their feelings about their child are important to us. As children move through the school, teachers ensure that information is passed on to the next teacher and transition meetings are arranged for children with SEND. When children transfer to the Junior School or a different school we ensure that all our records are passed on and we make them aware of any children with SEND. Extra visits can be arranged if it is felt that the child will benefit.

Are there a range of services with which the school can liaise?

There are a number of agencies who work regularly with Cheadle Catholic Infant School. We call on these agencies when a need has been identified. These agencies are only contacted with parents' permission. These include:

Educational Psychologist (E.P.)

Physiotherapy Occupational Therapy (O.T.)

Stockport Inclusion Service

Primary Jigsaw

Speech and Language Therapist (SaLT)

School Age Plus Worker

School Nurse

Sensory Support Services

Social Services.

These agencies work in different ways, at different times, depending on the needs of the child – this may involve staff training, meeting with parents or working 1-1 with a child. In addition to this, Mrs Glynn (Headteacher) also meets with agencies who form a Team Around the School. This involves a linked school age plus worker, school nurse, education welfare office and a social worker. Parents have always given permission for issues to be discussed at these meetings, this then helps school to sign post parents for further support.

For more information, and for contact details, parents may wish to access Stockport's Local Offer for SEND children. <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Please do not hesitate to contact us if you have any questions