

1. The kinds of special educational needs for which provision is made at the school:

- Cognition and Learning: For example, Dyslexia, Dyscalculia, Specific Learning Difficulties, Dyspraxia
- Sensory, Medical and Physical: For example, Diabetes, Asthma, Visually Impaired, Downs Syndrome, Sickle Cell, Epilepsy
- Communication and Interaction: For example, Autism, Asperger's, Speech and Language
- Social, Emotional and Mental Health: For example Attention, Deficit, Hyperactivity Disorder

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEND:

- The following SEND information can be found on the school's website and is also available from school, upon request
- The school's Local Offer (all we provide for children with special educational needs) and the Local Authority's offer can be found on the school's website.
- The school's SEND Policy
- The school's SEND Information Report
- The school's Accessibility Plan
- The school's Single Equality Policy

3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including:

a. How the school evaluates the effectiveness of its provision for such pupils?

- We review our policy and practice annually.
- We consult with parents of children and young people with SEN through regular formal and informal meetings.
- We consult with children regularly and encourage them to be fully involved in their provision.
- We use Provision Maps for all our children with SEN.
- We monitor, track and review individual progress termly.

b. The school's arrangements for assessing and reviewing the progress of pupils with SEN:

- We identify as early as possible, firstly by carrying out pre-school visits and close communication with Foundation Stage staff.
- Our assessments are ongoing and may involve external professionals
- We track every child individually.
- We review progress and achievement termly.
- We update our Provision Map for individual children termly.
- The progress of children with SALT (Speech and Language Therapy) is assessed and reviewed regularly throughout the year
- A cycle of consultation meeting, set targets, review targets take place for children with EP (Educational Psychologist) involvement
- For children with statements or an EHC (Education, Health and Care) Plan, an annual review takes place once a year.
- Transition meetings involving pupil, parents, current staff and future staff will take place and will include dialogue and visits
- When assessing SEN children, consideration is given to their needs e.g. a reader, a scribe, extra time or rest break may be necessary. Generally whatever support is provided in the classroom is provided as far as is permitted during tests

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- Pupil Progress meetings take place three times a year with the SLT/SENCO.
- Initial concerns are discussed with the SENCo, followed by meeting with parents, followed by referrals to outside agencies if appropriate or placement on appropriate intervention programmes.

c. The school's approach to teaching pupils with SEN:

- We include children with SEN in all aspects of school life.
- We value everyone equally.
- We believe every teacher is a teacher of SEN.
- We believe all children should realise their full potential.
- Provision for children with SEN is a matter for the school as a whole.
- Children with SEN will receive support that is additional to or different from the provision made for other children.
- We aim to identify children with particular needs on admission, throughout the Foundation Stage and as they move through the school.
- Assessment of children may include observation of children's social skills and learning experiences in all curriculum areas, teacher assessment and use of a number of tests which will enable peer group comparisons to be made.
- We accept that gifted children often require additional resourcing to extend and fully develop their potential and we endeavour to respond to these particular needs.

d. How the school adapts the curriculum and learning environment:

- We believe that quality first teaching and effective adaptive teaching underpins all SEN provision.
- We provide support that is additional to and different from the differentiated curriculum for some children in order to meet their special needs.
- We make reasonable adjustments to our curriculum and learning environment to meet the needs of individual children.
- School acts upon advice from all external agencies

e. Additional support for learning that is available for pupils with SEN:

- We provide in class support, small group provision, one to one support and withdrawal for children with SEN
- We have 8 Teaching Assistants to support children with SEN when needed. Most are trained to deliver a number of intervention programmes throughout the school, most work on a 1:1 basis with children with SEN.
- We consult with external professionals and act upon advice provided, such as Speech and Language Service, CAMHS, CEAT, OT, physiotherapy, Social Services

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum:

- We provide bespoke interventions for individual children such as Toe by Toe, Precision Teaching, Make and Break, Power of Two, FFT Wave 3, Motor Skills United.
- We make reasonable adjustments in all aspects of school life to accommodate the needs of individuals.
- All children are involved in all aspects of school life.
- We follow the SEN Code of Practice.
- For children with a specific learning difficulty, we follow advice, recommendations and targets suggested by external agencies.

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<ul style="list-style-type: none"> • We follow programmes and advice given by OT SALT, Sensory Impairment Service. Speech and Language information is shared with parents and they are advised of how they can help at home • On entry into Reception, children’s Speech and Language is baseline assessed and progress is monitored. • We teach a differentiated curriculum. 	
<p>g. Support that is available for improving the emotional and social development of pupils with SEN:</p> <ul style="list-style-type: none"> • Social Emotional Aspects of Literacy Programme (SEAL) for whole class delivery • Talking Partners and Time To Talk (for emotional aspects and for targeted pupils) • Safe Space for targeted pupils. • Emotional Literacy Lessons taught in class and delivered by class teachers 	
<p>h. Expertise and Training of Staff in School to support children in school with SEN:</p> <ul style="list-style-type: none"> • Three members of staff have been trained in the use of Numicon and See & Learn. (SP, LD,DA) • Two members of staff have attended training for teaching and learning of pupils with Down’s Syndrome. (SP, JT) All Teaching, TA and Pre- school staff have had DS training by Liz Dunne • Two members of staff, including SENCo attended training for working with pupils with ASC. (AC, AR) <ul style="list-style-type: none"> • Emotional Healthy Schools training. (DA, JT) • The SENCo and the majority of staff have been trained in understanding pupils with Attachment Disorder (Cathy Moss/CEAT, Ruth Wondean /National College) 	
<p>4. In relation to our School and Pre school, the name and contact details of the SENCO:</p> <p>Mrs Elizabeth Dockry Lostock Hall Primary Mallard Cres, Poynton SK12 1XG 01625 467 722 edockry@lostockhallprimary.org.uk</p>	<p>Deputy SENCO:</p> <p>Mrs Beth Oldham Lostock Hall Primary School Mallard Cres, Poynton SK12 1EY 01625 467 722 boldham@lostockhallprimary.org.uk</p>
<p>5. Making a complaint about any aspect of SEND:</p> <ul style="list-style-type: none"> • Follow the complaints policy that can be found on the school’s website 	
<p>6. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be Secured:</p> <ul style="list-style-type: none"> • We have a number of Teaching Assistants (TAs) • All staff are regularly provided with CPD training on SEN 	

7. Information about how equipment and facilities to support CYP with SEN will be secured:

- We will endeavour to provide any additional information, equipment and facilities to meet the needs of any individual (under the Reasonable Adjustment duty)
- We will seek the advice and recommendations of external professionals with specialist knowledge in these cases
- We will explore various funding streams to support in this area, as well as using our own school budget

8. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child:

- Regular parent's evenings with specific SENCO meeting opportunities
- An end of year annual report to parents
- Parents can visit school at any time
- Parents updated on changes to SEN
- Progress and outcomes discussed during consultation meetings with the school's EP. Parents are given a report and a discussion takes place regarding the outcome of any EP assessments
- Progress and outcomes of assessment by other agencies are also discussed during consultation meetings
- The progress of children with statements and EHC Plans is discussed at their annual review. At their Year 5 annual review, transition to high school is discussed with parents and the LA
- Parents may be invited into school at any time to discuss their child's progress and may ask to see the SENCO at any point they feel they need to discuss their child.

9. The arrangements for consulting young people with SEN about, and involving them in, their education:

- We have a School Council
- We talk to children about their learning needs- Children complete their one page profile, expressing their views on education, learning support, likes and dislikes.
- We actively engage children in target setting and they contribute to an evaluation of interventions they have been part of.

10. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school:

- Our complaints procedure is detailed in our Complaints Policy on the school website
- Complaints will be dealt with speedily and respectfully

11. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children:

- We have excellent links with outside agencies
- We consult regularly with other professionals for advice and guidance
- We meet regularly with external professionals and follow-up on advice obtained at such meetings
- We support parents in navigating and liaising with services (attending appointments, understanding reports, procedures etc)

12. The contact details of support services for the parents of pupils with SEN are available on the following websites:

Cheshire East Local offer: [https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities.aspx#:~:text=The%20Cheshire%20East%20Local%20Offer,birth%20to%2025%20years%20old.](https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx#:~:text=The%20Cheshire%20East%20Local%20Offer,birth%20to%2025%20years%20old.)

Cheshire East Website: http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/special_educational_needs.aspx

Cheshire East Information Advice & Support: <http://www.ceias.cheshireeast.gov.uk/home.aspx>

Child and Adolescent Mental Health Service (CAMHs): <https://www.mymind.org.uk/advice-guidance>

Cheshire East Autism Team (CEAT): <https://livewellservices.cheshireeast.gov.uk/Services/1086>

Speech and language: <https://services.eastcheshire.nhs.uk/childrens-speech-and-language-therapy>

Educational Psychologist: <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/educational-psychology-service.aspx>

13. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living:

- We work with our partner high schools directly to ensure effective transition from primary to high school
- In the case of a child moving school to another primary school we will liaise directly with that school
- Where a child has a statement or EHC Plan the transition needs will be explored at the annual statutory review meeting

13. Information on where the local authority's local offer is published:

Cheshire East Local offer:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx#:~:text=The%20Cheshire%20East%20Local%20Offer,birth%20to%2025%20years%20old.>