



**SEND**  
**Information**  
**Report**

# Sutton Green School – SEN Information Report

*Published in compliance with Section 69 of the Children and Families Act 2014 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.*

**Review Cycle:** Annual

**Next Review:** Dec 2026

## 1. Admission Arrangements

- Sutton Green School welcomes pupils with SEND in line with the Equality Act 2010.
- Admission arrangements do not discriminate against pupils with SEND.
- Pupils with an Education, Health and Care Plan (EHCP) have statutory rights to be admitted.
- Prior to admission, the SENCO liaises with parents, previous schools, and relevant professionals to assess individual needs and necessary support.

## 2. Identification of SEND

- Pupils are identified via teacher observation, baseline assessments, and standardised testing.
- Parents and carers are encouraged to raise concerns about their child's learning or development.
- External assessments (educational psychologists, speech and language therapists, occupational therapists) are used when appropriate.

### 3. Types of SEND Provided For

**Sutton Green supports pupils with:**

- Communication and Interaction: Speech, language, social communication difficulties, autism spectrum conditions.
- Cognition and Learning: Moderate or specific learning difficulties, dyslexia, dyscalculia.
- Social, Emotional, and Mental Health (SEMH): Anxiety, ADHD, emotional regulation difficulties.
- Sensory and Physical Needs: Hearing, vision, mobility, or other medical conditions affecting learning.

### 4. SENCO Details

**SENCO:** Hannah Benson

**Email:** [hbenson@suttongreenpri.cheshire.sch.uk](mailto:hbenson@suttongreenpri.cheshire.sch.uk)

**Phone:** 012448321290

**Responsibilities include:**

- Overseeing day-to-day SEND provision
- Liaising with parents, staff, and external agencies
- Monitoring and evaluating SEND interventions
- Coordinating statutory processes (EHCP applications, reviews)

### 5. Consultation with Parents

- Parents are involved at every stage of the SEND process.
- Meetings are held termly to review Individual Support Plans (ISPs) and discuss progress.
- Parents can request additional meetings with the SENCO, class teachers, or external agencies.

## **6. Arrangements for Assessing and Reviewing Progress**

- Pupils on the SEND register have Individual Support Plans with specific, measurable targets.
- Progress is monitored termly through the Assess–Plan–Do–Review cycle.
- Annual reviews are conducted for pupils with EHCPs.
- Data from assessments and interventions informs next steps in teaching and support.

## **7. Arrangements for Supporting Pupils in Transition**

- Nursery to Reception: Transition visits, parent meetings, sharing of records.
- Primary to Secondary: Liaison with receiving schools, transition meetings, additional visits as needed.
- In-Year Transfers: SENCO liaises with previous and receiving schools to ensure continuity of support.
- Pupils with SEND may have personalised transition plans where needed.

## **8. Approach to Teaching Pupils with SEND**

- High-quality, differentiated teaching in all classrooms.
- Small group interventions for targeted support.
- Use of specialist resources, assistive technology, and adaptive strategies.
- Reasonable adjustments are made to curriculum and assessment methods.

## **9. Adaptations to the Curriculum and Learning Environment**

- Classrooms are inclusive and accessible.
- Differentiated resources and teaching strategies used to meet diverse learning needs.
- Assistive technology and equipment available for pupils with physical or sensory needs.
- Extra support provided for pupils needing additional guidance in accessing the curriculum.

## **10. Additional Support Available**

- Teaching assistants and intervention specialists.
- SEMH-focused support: pastoral support, counselling, small group social skills programs.
- Speech and language therapy and occupational therapy as recommended.
- Partnerships with external agencies for specialist support.

## **11. Activities Available to Pupils with SEND**

- All school trips and extracurricular activities are inclusive.
- Reasonable adjustments are made to ensure full participation.
- Risk assessments consider individual pupil needs.

## **12. Support for Improving Emotional and Social Development**

- Pastoral support and counselling services available.
- Behaviour support plans tailored for pupils with SEMH needs.
- Peer mentoring and social skills groups provided.

## **13. Expertise and Training of Staff**

- SENCO is fully qualified with [Insert relevant qualifications].
- Staff receive ongoing professional development in SEND strategies.
- Training covers autism, dyslexia, SEMH, medical needs, safeguarding, and inclusive practice.

## **14. Securing Equipment and Facilities**

- Funding allocated for specialist resources, equipment, and interventions.
- Facilities include accessible classrooms and adapted toilets.
- External agencies provide equipment where necessary.

## **15. Evaluating Effectiveness of SEND Provision**

- Progress data monitored termly by class teachers and SENCO.
- Interventions are reviewed for impact and adjusted accordingly.
- Governors' SEND committee receives annual reports on outcomes and provision effectiveness.

## **16. Complaints Procedures**

- Parents should first raise concerns with the class teacher.
- If unresolved, escalate to the SENCO, Headteacher, and then Governors.
- If still unresolved, complaints can be submitted to the Local Authority.

## **17. Accessibility Plan**

- **Sutton Green publishes a separate Accessibility Plan covering:**
  - Curriculum accessibility
  - Physical environment improvements
  - Communication strategies for parents and pupils with disabilities

## **18. Arrangements for Consulting Pupils**

- Pupils with SEND are involved in planning and reviewing their own targets.
- Feedback is gathered through one-to-one discussions, pupil questionnaires, and mentoring sessions.

## **19. SEN Funding**

- Funding allocated based on pupil needs identified by SENCO and class teachers.
- Used for teaching assistant support, specialist resources, and external agency provision.
- Funding effectiveness is reviewed termly and annually.

## 20. Links to External Agencies

- **Sutton Green collaborates with:**
  - Educational Psychologists
  - Speech and Language Therapists
  - Occupational Therapists
  - CAMHS
  - Local Authority SEND Team

## 21. Contact Details

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