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SEN Information Report

2025-2026

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This report will be updated annually or as soon as possible throughout the year if any of the information changes.

Glossary of terms

Please find below a list of abbreviations and their associated explanations which you may come across in the following pages:

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

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

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

SENCO/SENDSCO – the special educational needs 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

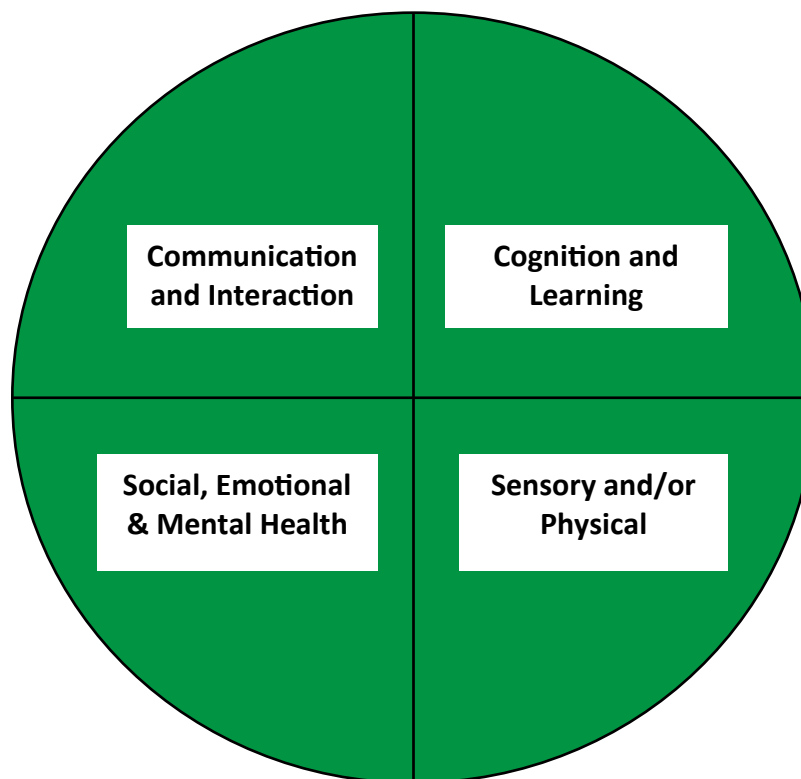


1. Types of SEND that we provide for

Below are the four broad areas of SEND and examples of how they may present:

- Autistic Spectrum disorder
- Speech and language difficulties

- ADHD
- Attachment disorder
- Mental health difficulties e.g. depression, anxiety, eating disorder
- Adverse childhood experiences



- Specific learning difficulties, including dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties
- Sensory impairment e.g. vision, hearing or multi-sensory impairment
- Physical impairment



2. Stages of SEN provision

Universal	Quality first teaching and learning
First concerns	Children and young people who have been identified as having emerging difficulties
SEN support	Children and young people who have been identified as having special educational needs requiring provision that is additional to and different from the mainstream curriculum
Complex	Children and young people who have an EHCP and are receiving their education in specialist provision
Specialist	Children and young people who have been identified as having significant and complex difficulties and may be in the process of an EHC needs assessment or have an EHC Plan in

Enhanced Resource Provision (unit) for pupils with Speech, Language and Communication Needs (SLCN) and/or Autistic Spectrum Condition (ASC)

Wistaston Academy has a dedicated Local Authority funded Enhanced Resource provision (The Hub) with the capacity for 24 children.

In the purpose built unit there are specialist teachers and teaching assistants. Pupils may be working at any educational level, including the pre-formal (engagement model), semi-formal curriculum and the formal (national) curriculum.

Additional professional expertise is sought from agencies such as physiotherapy, occupational therapy and educational welfare as appropriate.



3. SEND Policy and Local Offer

Links to our **SEND Policy** can be found on the school website at:

www.wistastonacademytrust.co.uk

Under the tab '**SEND**'

The **local offer** can be found on the [Cheshire East website](#)

* The Local Offer is the services offered by the local authority for children and young people with SEND.



4. If you have a concern

Firstly, raise any concerns with your **child's class teacher**.

The **SENCO** will always be happy to talk to you either face to face, by phone, or by e-mail.

If you are still not happy, please feel free to contact the **Principal** to discuss your concerns.

Cheshire East Information Advice & Support (CEIAS) is a service for children and young people who have Special Educational Needs or Disability and their families

CEIAS offers a **free** and **confidential support** and **information** to children and young people with SEND, their parents and or their carers.

You can contact them through www.ceias.cheshireeast.gov.uk/home.aspx or by phone on 0300 123 5166. Email is ceias@cheshireeast.gov.uk



5. Identifying and assessing needs

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

We also do this by:

- Listening to parental concerns
- Listening to the concerns of the child
- Observing the child
- Carrying out additional assessments
- Seeking advice from outside agencies
- Gathering information provided by previous setting



6. Contacting the SENDCO

Our SENDCO is Mrs Cutts

Tel: 01270 910500

kcutts@wistastonacademytrust.co.uk

As SENDCO, Mrs Cutts oversees the needs of SEN children and supports the teachers in ensuring they are providing Quality First Teaching and the suitable support as and when it is required.

She can:

- Offer advice about how to identify if your child has any special educational needs
- Suggest ways to support your child at home
- Make referrals to outside agencies
- Lead multi-agency meetings to make sure your child's needs are met in school
- Provide advice on any family needs and suggest who can help

If you would like to speak or meet with her, please email her or ring the school office to make an appointment. She works in school Monday-Thursday



7. Our primary aims

Support and make provision
for pupils with special
educational needs and
disabilities

Help pupils with SEND become
confident individuals living
fulfilling lives

Communicate with
pupils with SEND and
their parents or carers
and involve them in
discussions and
decisions about
support and provision
for the pupil

Provide pupils with
SEND access to all
aspects of school life so
they can engage in the
activities of the school
alongside pupils who do
not have SEND

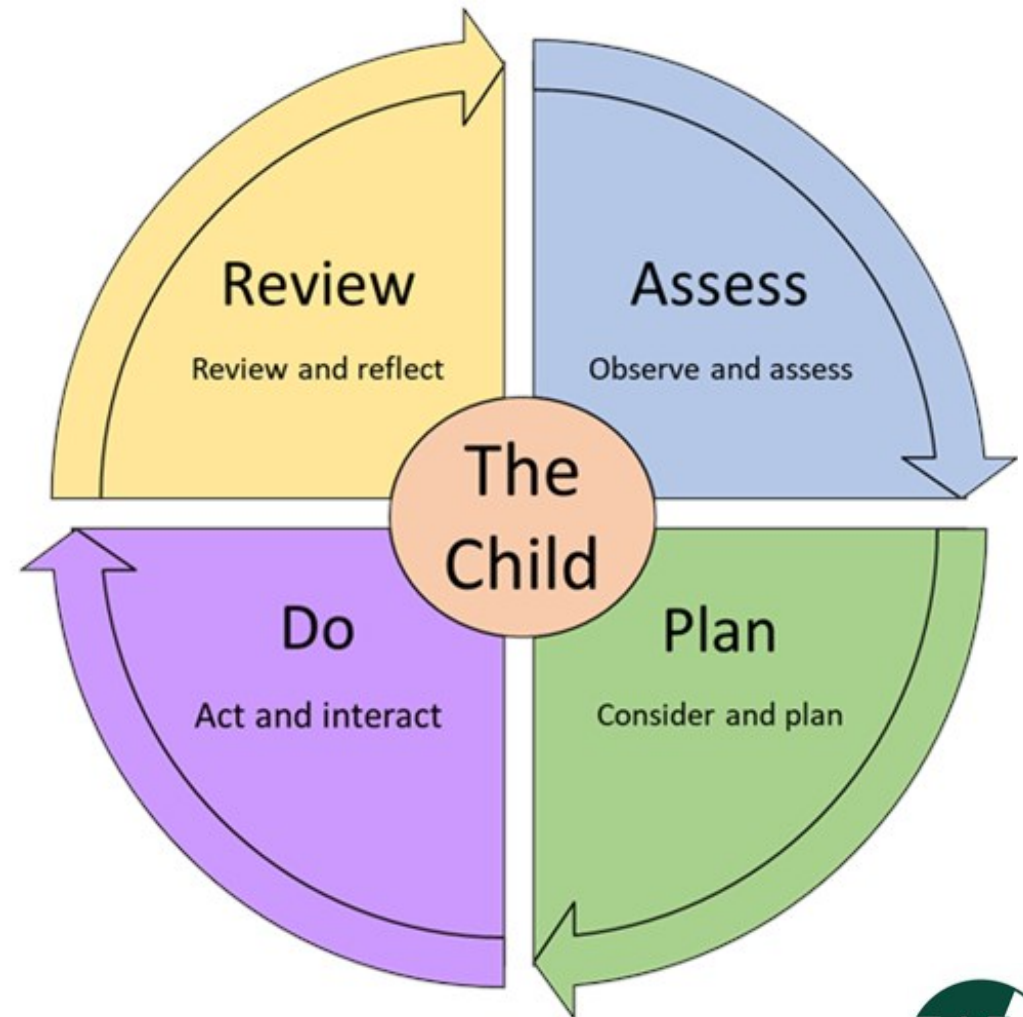
Help pupils with SEND
fulfil their aspirations
and achieve their best

*This includes those children who are looked after by the local authority



8. The SEND process

The SEND process follows a cyclical, **graduated approach**. This allows us to ensure each child is being catered for appropriately and is at the heart of all decisions that are made.



9. Teaching children with SEN

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEN courses, and seeks specialist training from outside agencies, for example, the Educational Psychologist or the Cheshire East Autism Team.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that as referenced in the Special Educational Needs and Disabilities Policy (2014), that training opportunities are matched to school development priorities and those identified through the use of provision management.



10. Accessing the curriculum

Below is an example of the type of support that we may provide to support children in their learning, depending on their specific needs and requirements.

Visual timetables and supports.

Differentiated curriculum and knowledge presented in a variety of ways.

Personalised learning aids e.g. word banks, number lines etc.

Appropriate teaching approach for a child's needs e.g. hands on, visual, multi sensory.

A range of access strategies such as work in chunks, work breaks, extra processing time.

Access to ICT devices e.g. laptop, voice recorder, Clicker.

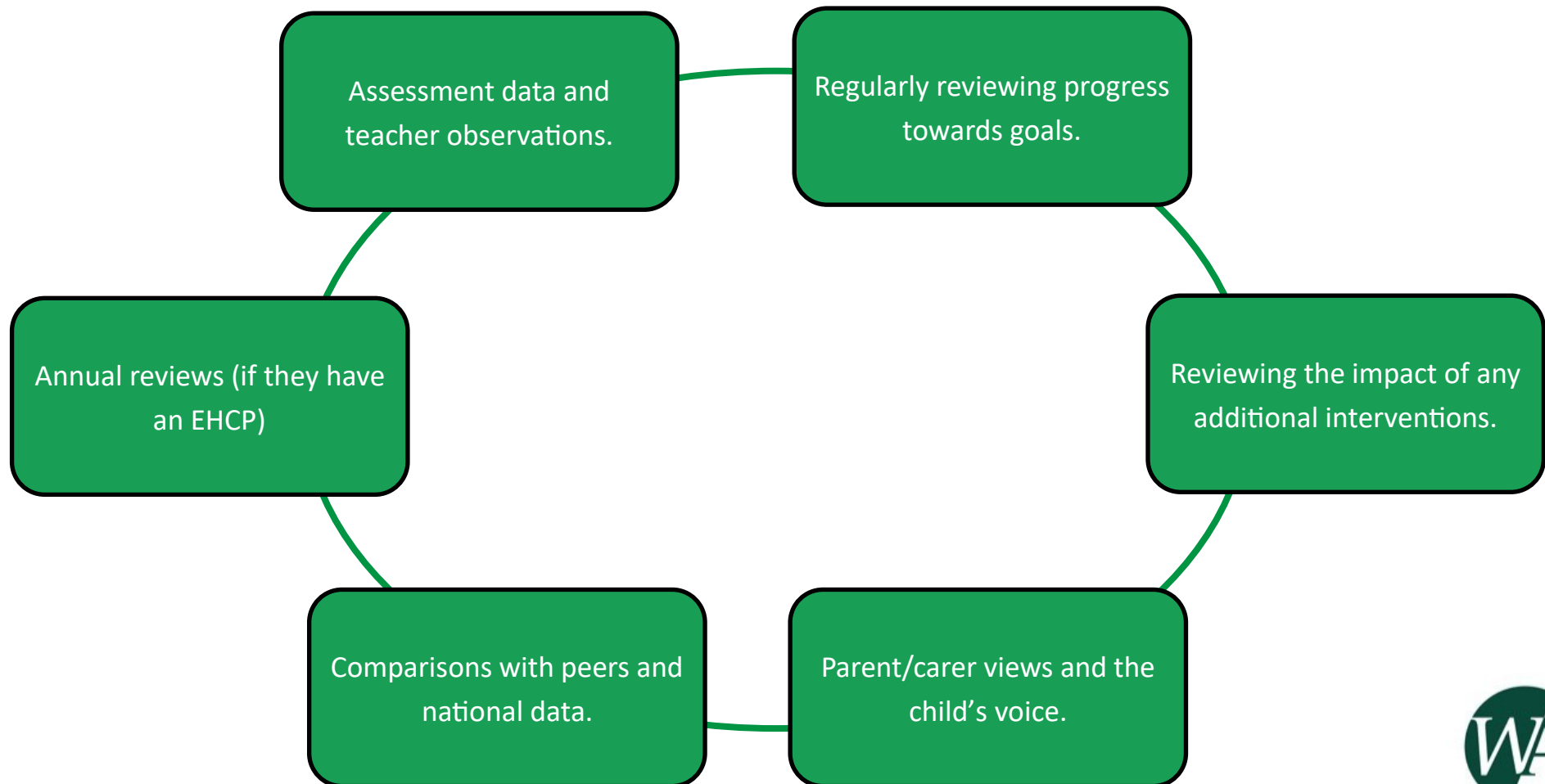
Specialist equipment e.g. sloping boards, pencil groups, calming toys, seating cushions, coloured overlays.

Clear classroom organisation and structures



11. Assessing and reviewing pupil progress

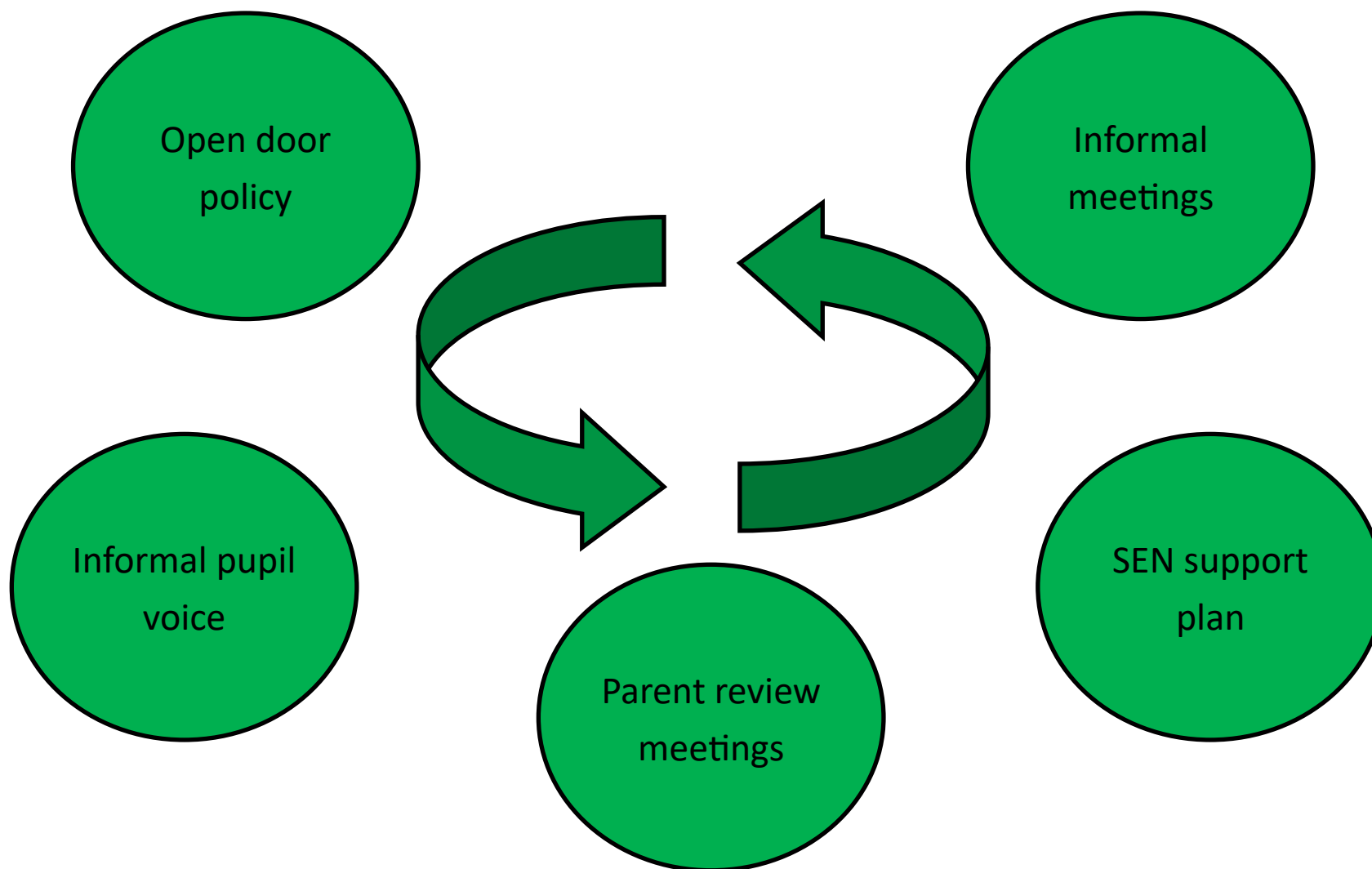
We will evaluate the effectiveness of provision for your child by:



12. How is everyone kept in the loop?

We will ensure that we discuss any additional needs your child may have with all the right people.

This will include you, as the parents or carers, and the children themselves.



13. Accessing Enrichment opportunities

We will provide skilled additional adults to support children, where appropriate, in order that children with SEN can enjoy the same activities as those children without SEN.

Accessing enrichment opportunities will be discussed with parents/carers and any other external agencies so that accessibility needs are met.

All pupils are encouraged to take part in activities such as sporting events, art activities, workshops etc.

We will have flexible arrangements to meet the individual needs of the children who attend enrichment opportunities. We will make reasonable adjustments to make sure they can be included.

All pupils are encouraged to go on our school trips, including residential trips.

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 that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The provision for these pupils is funded through the school's notional SEND budget.

If funding is needed beyond this, we will seek it from the local authority.



14. Supporting emotional and social development

We support the emotional and social development of our children through:

- * Nurture-based approach
- * Sensory aids
- * Zero tolerance approach to bullying using KIVA
- * Play leaders
- * 1 to 1 support in/out of class
- * Dog therapy
- * School parliament
- * PSHE lessons
- * Counselling and support
- * Clear communication between home and school
- * Lego therapy
- * Assemblies
- * ELSA (emotional literacy support assistant)



15. Admissions

Mainstream

The admission arrangements for all pupils are in accordance with national legislation. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

The school complies fully with the Equality Act 2010 and the School Admissions Code 2021 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published over-subscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

Please refer to the information contained on our school website for admission procedures.

Enhanced Resource Provision (The Hub)

All admissions for The Hub provision are dealt with by the Local Authority (Cheshire East). Where a child has 'specialist provision' named on their EHCP, the LA will consult with the school for a place in The Hub.



15. Transfer arrangements and transition

Children may join or leave our school for reasons such as; pre-school, year group moves, transfer to/from other primary schools, transfer to Secondary School. To ensure a smooth transition ...

The child makes extra visits to the school, if deemed appropriate.

Information gathering from all professionals involved with the child.

The child visits the school with parents/carers.

SENCO contacts the school to discuss particular needs and support for the child.

Transition meetings with the parents and any other agencies working with the child.

SENCO may visit previous or new schools of children with SEN. Appropriate paperwork is transferred.

When moving **between year groups**, the current and next year class teacher will meet to discuss the pupil's SEN. Transition sessions will usually be scheduled in order that a child will spend time with their new teacher in the summer term.

To prepare a child for **secondary school**, Wistaston Academy works closely with High Schools to support the transition of children with SEND. For a child with an Education, Health and Care Plan they will have an annual review meeting bringing together key professionals to aid transition.



16. Disability arrangements

Wistaston Academy is easily accessible to wheelchair users on the ground floor. The nature of the split site means pupils have to go outside to access the different areas.

Other resources needed for access may be assessed by an Occupational Therapist or Physiotherapist in order for the school to ensure ease of access and safety for all. The school Health & Safety Officer will meet and monitor the accessibility for all pupils who may have limited mobility.

The school seeks to clearly and unambiguously ensure that pupils with medical conditions have full access to education, including school trips and physical education.

In some cases (e.g. for pupils with complex or medical needs, those educated off-site and for SEND pupils on school trips), a risk assessment will be completed so that planning can take account of any steps needed to ensure that a student with a medical condition or disability is included.

Our accessibility policy can be found on the school website under the heading Our Academy—Policies:

www.wistastonacademytrust.co.uk

The Hub

The provision has 3 bespoke classrooms, separate changing facilities, an open space for sensory circuit as well as a purpose-built sensory room and dedicated outside spaces which are accessible to wheelchair users.

This is in alignment with: Section 69 of the Children and Families Act 2014; Paragraph 3 of schedule 10 to the Equality Act 2010; regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014; Section 6 of the Special educational needs and disability code of practice: 0 to 25 years.



17. Complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they should arrange to discuss this with the class teacher. If they still require further information then an appointment can be made by them to speak to the Principal or SENDCO, who will be able to advise on formal procedures for a complaint.

A full copy of our Complaints Policy can be found on the school website under Our Academy—Policies:

<https://www.wistastonacademytrust.co.uk/>

Further information about disagreement resolution and mediation can be found on the Cheshire East Livewell website: <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/ehc-assessments-plans/do-you-disagree-with-a-decision.aspx>

