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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/SENDCO – 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

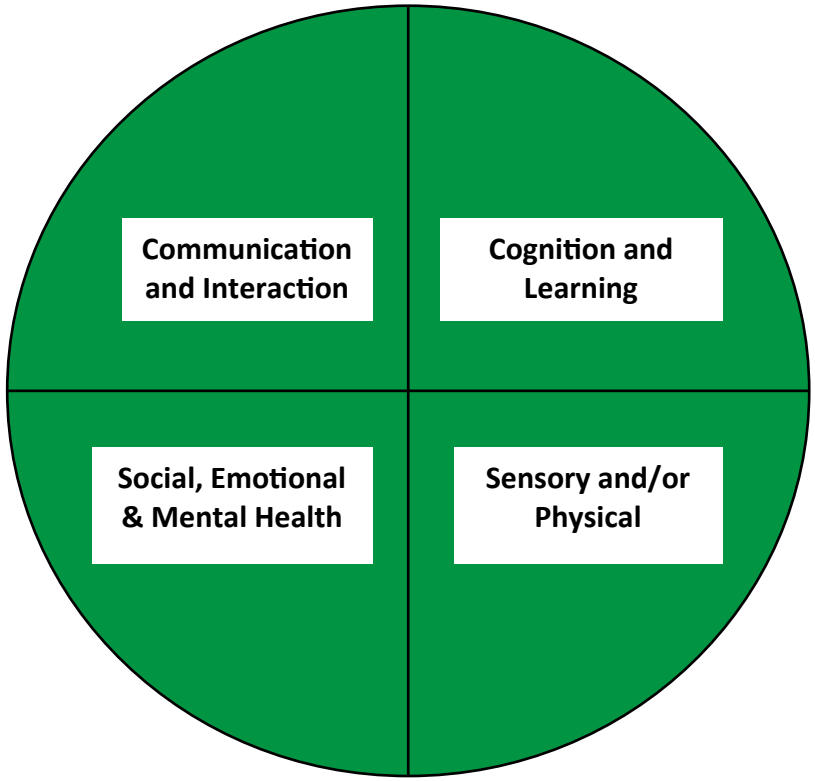
SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

Types of special educational needs 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



- Specific learning difficulties, including dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties

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

- Sensory impairment e.g. vision, hearing or multi-sensory impairment
- Physical impairment

Stages of SEN provision

Universal	Ordinarily Available Inclusive Provision
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

Wistaston Academy is a mainstream two-form entry primary school (4-11) with nursery from age 3, which also has a unit for pupils with Speech, Language and Communication Needs (SLCN) and/or Autistic Spectrum Condition (ASC).

The unit, known as The Hub, has a capacity for 32 children. In the purpose built unit there are specialist teachers and teaching assistants. Pupils are working at an educational level below that of the national curriculum, including the pre-formal (engagement model), semi-formal curriculum and the formal, pre-key stage (national) curriculum.

Additional professional expertise is sought from agencies such as physiotherapy, occupational therapy, speech and language, and educational welfare as appropriate. School provides private Educational Psychology and Speech and Language support where appropriate.

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

If you have a concern

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

The **SENDCO** 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

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

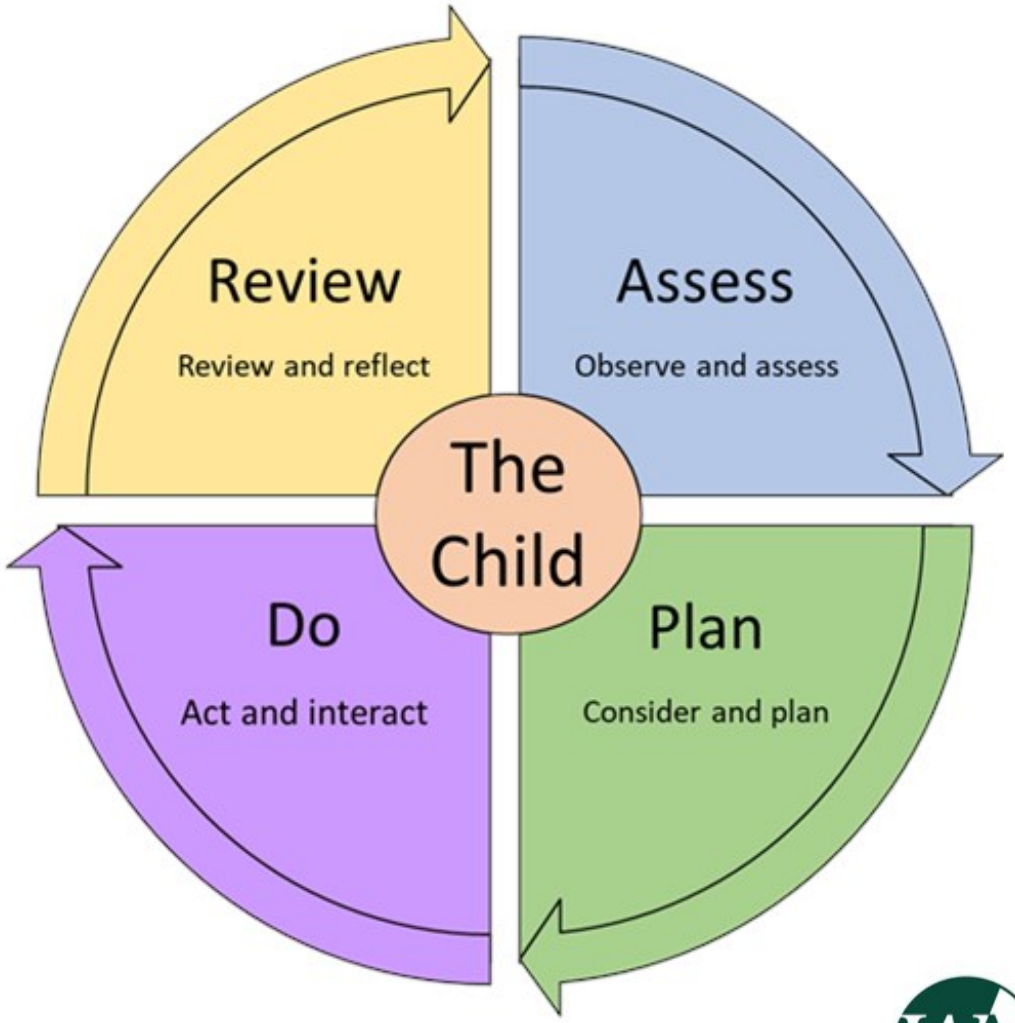
After identification, we may:

- Initiate a period of monitoring
- Have professional discussions between adults who support the child in school
- Hold an initial parent meeting to share information
- Make observations or in school assessments
- Create a first concerns or a SEND support and inclusion plan

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.

SEND support and inclusion plans are reviewed three times per year with parental input.



Provision for pupils

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.

What you will find in all classrooms?

- Learner friendly classrooms.
- Dyslexia friendly visuals.
- Personalised learning aids e.g. word banks, number lines etc.
- Visual timetables and supports.
- Clear classroom organisation and structures
- Differentiated curriculum and knowledge presented in a variety of ways.
- A range of access strategies such as work in chunks, work breaks, extra processing time.
- Consistent non verbal signs and behaviour management strategies.
- Learning that is modelled and appropriately scaffolded

What might individual children have to support them, based on their needs, learning plan or EHCP?

- Access to IT devices e.g. iPad, voice recorder, reading pen, Clicker.
- Specialist equipment e.g. sloping boards, pencil grips, sloping desks, sensory resources, seating cushions, coloured overlays.
- Appropriate teaching approach for a child's needs e.g. hands on, visual, multi sensory.

For further examples, please see the Ordinarily Available Inclusive Provision section of the SEND Policy. You can also find further information about Reasonable Adjustments and Ordinarily Available Inclusive Provision on the Cheshire East website: https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/september-2026/ce-toolkit-for-inclusion-reasonable-adjustments.pdf

Equipment and facilities

It may be that your child's needs mean we need to secure:

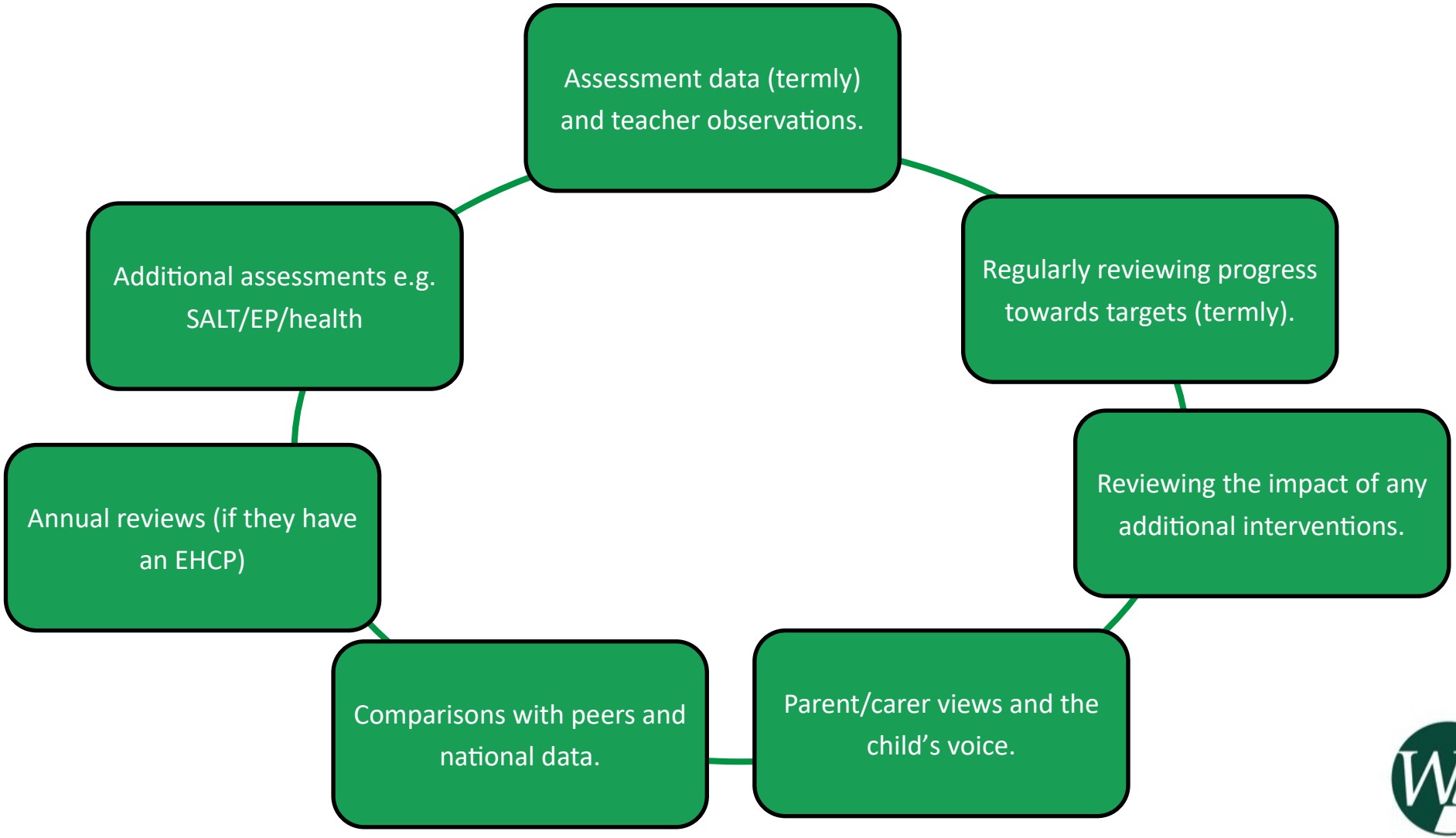
- Extra equipment or facilities
- Additional adult support
- Further training for our staff
- External specialist expertise

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. Early Years Inclusion Funding can also be accessed by the school who link with the allocated Portage, Quality and Inclusion Practitioner.

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

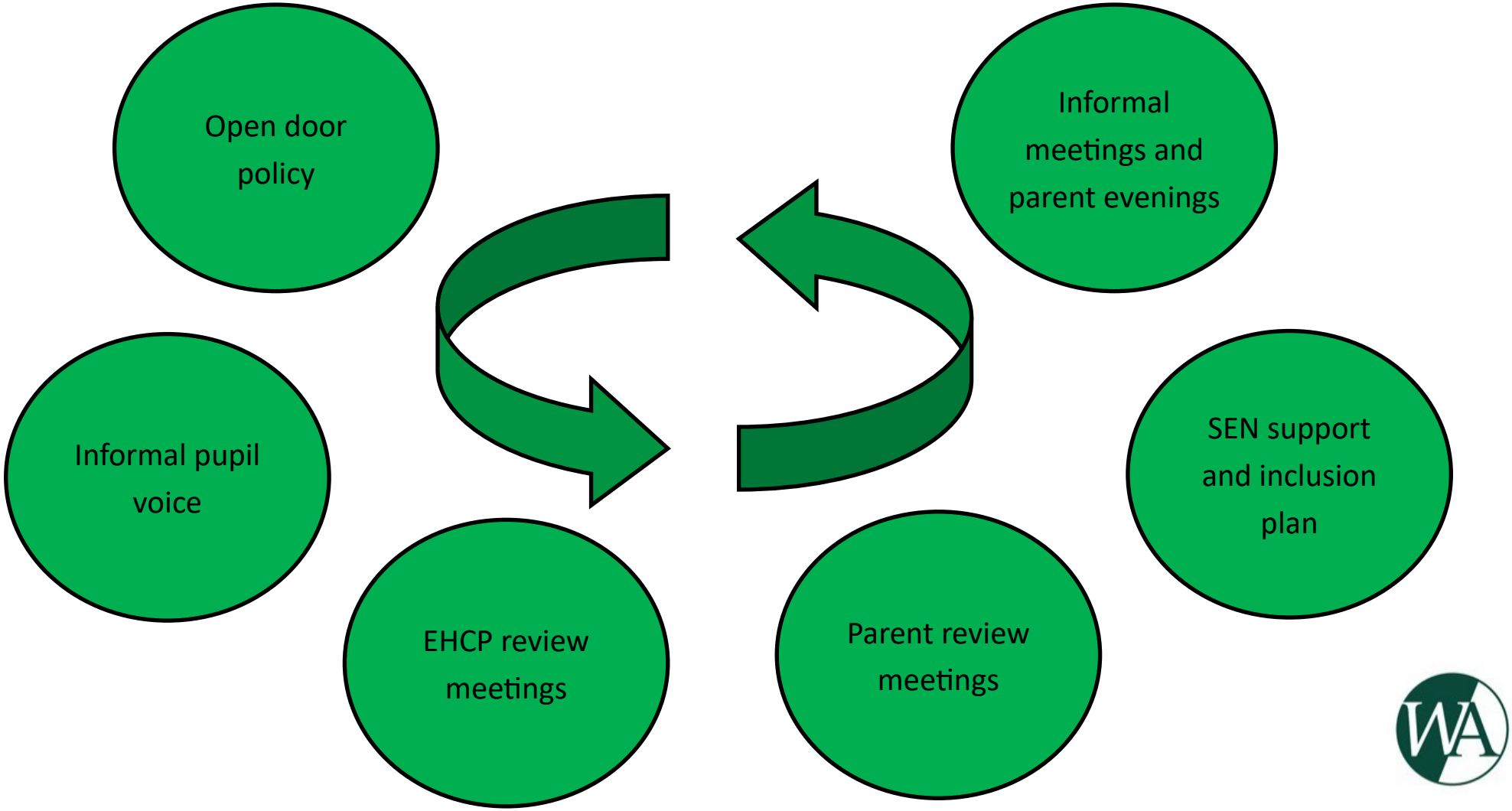
Assessing and reviewing pupil progress

In order to have a complete a picture of how your child is progressing, the following cycle is implemented.



Working with parents/carers and pupil voice

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/carers, and the children themselves. A meeting will take place between yourself and your child's class teacher to ensure you are aware of any additional support, monitoring or SEND support periods, as appropriate.



How will you help me to support my child's learning?

- Learning overviews published on the school website for each half term.
- Invites to Inspire events and parent workshops run by external professionals.
- Informal conversations with class teachers where appropriate.
- Ability to make appointments via the office to see teaching staff or members of the senior leadership team.
- Signposting to Community based support.

Working with other professionals and services

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. Regular staff meetings are held to offer training and support to staff.

We recognise the need to train all of our staff on SEND issues and we have funding available to support this professional development. The senior leadership team ensures that training opportunities are matched to school development priorities.

The SENDCO attends relevant SEND courses and seeks specialist training from outside agencies, for example, the Educational Psychologist.

Where appropriate, the school works in partnership with health and social care services, Local Authority support services, voluntary organisations and other specialist professionals to meet the needs of pupils with SEND and support their families. The SENDCO and relevant school staff liaise with these services to seek advice, coordinate support and inform the provision made for individual pupils. This may include involvement from services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy and other relevant health, social care or Local Authority services.

Where specialist expertise is required, the school are able to access agencies detailed in the Local Authority's Experts at Hand programme, alongside other organisations as appropriate.

Alongside evaluating individual pupil progress, as a school we regularly evaluate our effectiveness of whole school provision through a range of strategies which include oversight and review from the SENDCO, as well as from external partners such as the SIP (school improvement partner).

Accessing Enrichment opportunities

We are committed to ensuring that pupils with SEND are fully included in the wider life of the school and are able to participate in activities alongside pupils who do not have SEND.

All pupils are encouraged and supported to take part in the full range of school activities, including PE and sporting activities, educational visits, residential visits, clubs, workshops, performances and other enrichment opportunities.

Where necessary, reasonable adjustments are made to activities, resources, the environment and levels of support to enable pupils with SEND to participate safely and meaningfully. Individual needs are considered when activities are planned and, where appropriate, we work with parents/carers and relevant professionals to identify any adaptations or additional support required.

Pupils accessing our specialist SEND provision are included in the wider life of the school wherever appropriate. Opportunities are provided for pupils to learn, play, participate in activities and attend whole-school events alongside their mainstream peers, with the nature and level of inclusion tailored to each pupil's individual needs.

Supporting emotional and social development

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

* A nurture-based approach
* Sensory aids
* Zero tolerance approach to bullying using KIVA
* Play leaders
* Pet therapy
* School Parliament
* PSHE lessons
* Clear communication between home and school
* Picture News assemblies
* ELSA (emotional literacy support assistant)
* Referrals to the Cheshire East Mental Health Support Team (MHST)
* Signposting to counselling or further support

Arrangements for cared-for and previously cared-for children with SEND

* We recognise that cared-for and previously cared-for children may have additional educational needs and are committed to ensuring that these are identified and supported appropriately.
* The school's Designated Teacher for cared-for and previously cared-for children works closely with the SENDCo, class teachers and other relevant staff to ensure that pupils' individual needs are identified and that appropriate provision and support are in place.
* For cared-for children, their educational needs and the support required are considered as part of the Personal Education Plan (PEP) process. The school works collaboratively with the child, carers, social workers, the Virtual School and other relevant professionals to promote educational progress, wellbeing and inclusion.
* Where a cared-for or previously cared-for child has identified SEND, provision is planned and reviewed in accordance with the school's SEND procedures and, where applicable, their Education, Health and Care (EHC) plan.

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. Disabled pupils are not treated less favourably in the admissions process because of their disability, and the school will make reasonable adjustments, where required, to ensure that disabled pupils are not placed at a substantial disad-vantage.

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

The unit (The Hub)

All admissions for The Hub provision are dealt with by the Local Authority (Cheshire East). The LA will consult with the school for a place in The Hub if they deem this level of support is needed.

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.

If deemed appropriate, the child may make extra visits to the school.

Information gathering from all professionals involved with the child.

The child visits the school with parents/carers.

SENDCO 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.

SENDCO 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 SEND. 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.

Disability arrangements

Wistaston Academy is 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.

The school's Accessibility Plan sets out how we plan to improve access to the curriculum, the physical environment and information for disabled pupils. Our current Accessibility Plan can be found on the school website under 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.

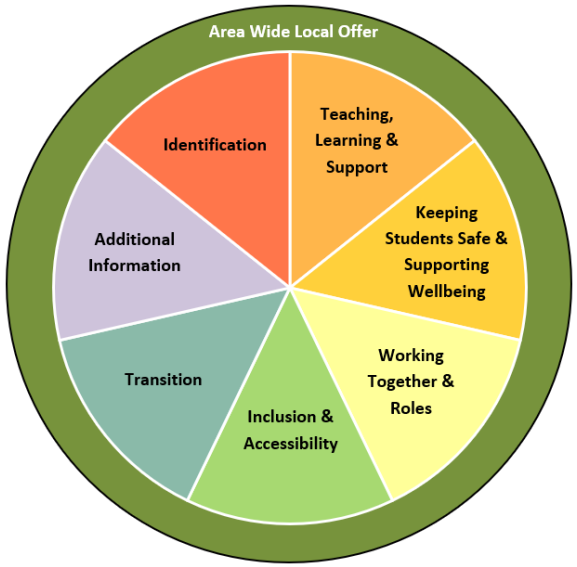
SEND Policy and Local Offer

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 and their families.

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 for EHC plans 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