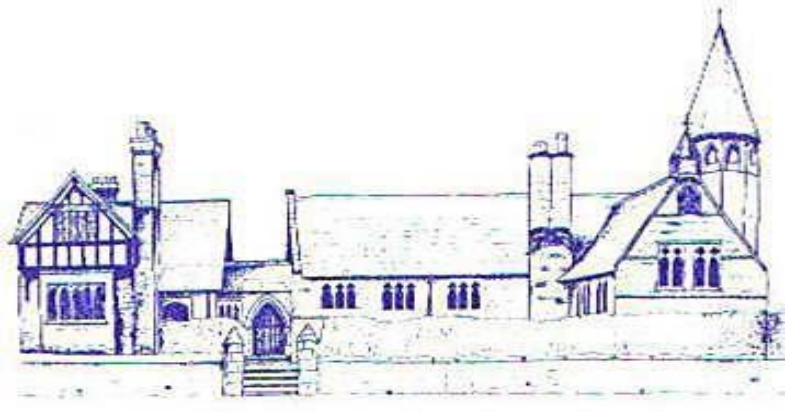


Eccleston C.E. Aided Primary School

"Let your light shine" - Matthew 5:16

OUR SCHOOL OFFER (Also known as the SEND Information Report)

for children with Special Educational Needs and Disability (SEND)

Full Governing Board	
Date	September 2026
Review Date	September 2027
Signed Headteacher:	Chair of governors:

This report explains how we identify and support children with special educational needs and disabilities (SEND), how families can be involved, and how to obtain further advice. It should be read alongside the school SEND Policy, Accessibility Plan, Admissions Policy and Complaints Procedure.

Statutory framework: Children and Families Act 2014, section 69; Special Educational Needs and Disability Regulations 2014, Schedule 1; SEND Code of Practice: 0 to 25 years (January 2015, as amended); Equality Act 2010.

1. Our inclusive approach and the types of SEND we support

At Eccleston, every child is valued. We aim to provide ambitious, inclusive teaching, appropriate adaptations and timely additional support so that children with SEND can participate, learn and flourish. We recognise the four broad areas of need described in the SEND Code of Practice:

Communication and interaction, including speech, language and social communication needs.
Cognition and learning, including specific and broader learning difficulties.
Social, emotional and mental health needs.
Sensory and/or physical needs, including disabilities affecting access to learning.
A child may have needs in more than one area. We consider each child individually rather than assuming that a particular diagnosis automatically determines their support.

2. Who can parents contact?

The first contact for concerns about learning, progress or wellbeing is usually your child's class teacher. Parents can also speak to our Special Educational Needs Coordinator (SENDCo), Mrs Emma White.

SENDCo: Mrs Emma White | SENDCO@ecclestonprimary.cheshire.sch.uk | 01244 506560

Headteacher: Mrs Kathryn Rees-Wright | head@ecclestonprimary.cheshire.sch.uk | 01244 506560

SEND governor: Mr Nayland Southorn (please confirm current designation), contactable via the school office.

3. How we identify and assess SEND

Teachers monitor children's progress, engagement and development. Concerns may arise from classroom assessment, observations, changes in behaviour or participation, information from a previous setting or professionals, or concerns raised by the child or their family. A diagnosis is not required for a child to receive appropriate support.

We discuss emerging concerns with families, consider strengths and barriers, review the effectiveness of teaching and adaptations, and where appropriate seek advice from the SENDCo and relevant specialists. In Reception we place particular emphasis on communication, language, early learning and development, informed by observations and conversations with parents and early years professionals.

Not every child who makes slower progress has SEND; equally, a child may have SEND even if they are meeting age-related expectations. Identification is based on the individual needs and the special educational provision required.

4. Our graduated approach: Assess, Plan, Do, Review

Assess

The class teacher and SENDCo draw on assessment information, pupil and parent views, observations and any specialist recommendations to understand the child's needs and the barriers to learning.

Plan

We agree outcomes, approaches, reasonable adjustments and any additional provision. Where appropriate, these are recorded in the child's SEND Profile. Parents and pupils are involved in agreeing priorities.

Do

The class teacher remains responsible for the pupil's progress and day-to-day teaching. Teaching assistants may deliver agreed provision or interventions under the teacher's direction, with appropriate training and communication.

Review

Progress and the impact of provision are reviewed regularly. SEND Profiles are discussed with families at least termly, and plans are adjusted where strategies are not effective. Children with an Education, Health and Care Plan (EHCP) also receive statutory annual reviews, with earlier reviews when needed.

Where needs cannot be met through SEN Support alone, the school or parents may ask the local authority to consider an Education, Health and Care needs assessment. Any provision specified in an EHCP is planned and delivered in accordance with that plan.

5. Teaching and adapting the curriculum

High-quality, inclusive teaching is our starting point. Teachers maintain ambitious expectations while adapting teaching so pupils can access the curriculum. Depending on individual needs, approaches may include:

Explicit instruction, modelling, guided practice and checking for understanding.
Careful scaffolding, manageable steps, adapted resources and additional practice.
Visual prompts, now-and-next supports, vocabulary teaching and opportunities to rehearse language.
Changes to communication, pace, seating, sensory environment and classroom routines.
Reasonable adjustments and, where required, specialist advice or assistive technology.
Adaptations are reviewed in response to evidence of what pupils have understood and can do. Our aim is to promote independence, not unnecessary reliance on adult support.

6. Additional support and specialist resources

Some pupils need support beyond ordinarily available classroom provision. According to assessed need and available professional advice, this may include targeted literacy or language work, social communication support, structured small-group interventions, adult support in lessons, specialist teaching advice, or arrangements set out in an EHCP. Support is individualised and reviewed for impact.

The SENDCo works with teachers, families, the local authority and relevant professionals to identify any need for specialist materials, equipment or assistive technology. Recommendations may be sought from services such as occupational therapy, speech and language therapy or sensory specialists. The school considers appropriate procurement, training, safe use and ongoing review of equipment, including relevant reasonable-adjustment duties.

Additional funding, where available, is used to meet agreed needs. The headteacher, SENDCo, SEND governor and governing body oversee the effective use and evaluation of resources.

7. Inclusion in school life and physical activities

Pupils with SEND are encouraged and supported to participate in the full life of the school, alongside their peers, including PE, collective worship, educational visits, clubs, outdoor learning and Forest School. We consider barriers in advance, make reasonable adjustments and plan appropriate support and risk assessments where necessary. Families and pupils are consulted when an individual plan is needed.

We aim to remove barriers to participation rather than routinely exclude children from activities because they have SEND or a disability.

8. Listening to pupils and working with parents

Parents are important partners in understanding a child's needs. Class teachers and the SENDCo offer opportunities to discuss concerns and provision, including informal conversations, arranged meetings, parents' evenings and termly SEND Profile reviews. Families receive information about the agreed outcomes and strategies and can share how well these work at home.

Pupils are supported, in ways appropriate to their communication needs, to express their views, interests and aspirations. Their contributions inform target setting, adaptations and reviews. We work with parents and pupils when planning and reviewing additional provision.

9. Assessing progress and evaluating effectiveness

We evaluate the impact of SEND provision through classroom assessment, pupils' work, progress towards SEND Profile or EHCP outcomes, observations, pupil and parent voice, and the effectiveness of interventions. Teachers and the SENDCo review whether pupils are learning, participating, building independence and making progress from their starting points.

When provision is not having the intended impact, we reconsider the underlying need, adjust teaching or intervention, and seek further specialist advice where appropriate. School leaders and governors monitor the quality and effectiveness of provision, including through SEND reviews and discussion with the SEND governor.

10. Emotional wellbeing, relationships and anti-bullying

We support social, emotional and mental health through positive relationships, clear routines, accessible teaching and appropriate pastoral support. Children may receive additional emotional-literacy, nurturing or social-skills support where this is available and appropriate. Referrals to external services are considered where necessary.

We take bullying, including disability-related bullying, seriously and respond in line with our Behaviour and Anti-Bullying Policies. We recognise that behaviour may communicate unmet needs and consider reasonable adjustments alongside maintaining safe, consistent expectations.

Specific interventions or counselling will only be offered where the relevant trained staff or commissioned services are available; parents can discuss current provision with the SENDCo.

11. Staff expertise, training and external professionals

The SENDCo coordinates provision and advises colleagues. Class teachers remain accountable for the learning and progress of pupils in their classes. Staff development priorities are identified through monitoring, pupil needs, professional advice and the school development plan.

The school may work, according to need and referral pathways, with educational psychologists, speech and language therapists, occupational therapists, autism/communication and interaction advisory services, school health professionals, social care and other local authority specialist services. Families are involved in decisions about specialist referrals, with information sharing handled in accordance with safeguarding and data protection requirements.

The SENDCo holds the National Award for SEN Coordination [confirm qualification and record]. Current staff expertise and any available ELSA, counselling or other interventions should be confirmed before publication; this document does not assume every historical service remains available.

12. Looked-after children with SEND

For a looked-after child with SEND, the SENDCo and designated teacher for looked-after children coordinate with carers, the social worker, the Virtual School and others with parental responsibility or relevant decision-making authority, as appropriate. SEND provision is aligned with the child's Personal Education Plan (PEP) and EHCP, where applicable, while maintaining appropriate confidentiality and promoting the child's voice.

13. Moving between classes and schools

We plan transitions carefully, including entry into Reception, movement between classes and key stages, and transfer to secondary school. Support may include meetings with families and professionals, sharing key information with receiving staff, additional visits, photographs or visual timetables, and individually planned transition arrangements.

For pupils moving to or from other settings, the SENDCo liaises with relevant colleagues and families to help ensure continuity of provision. Secondary transition may include additional visits and communication with the receiving school's SENDCo.

14. Admission of pupils with disabilities

We welcome applications from children with SEND and disabilities. As a Church of England voluntary-aided school, the governing body is the admission authority, and applications are considered under the school's determined admissions arrangements and applicable law. A child is not refused a place simply because they have SEND or a disability.

For a child with an EHCP, placement is considered through the statutory EHCP process. Where the school is named in a final EHCP, the school must admit the child.

Families are encouraged to contact the school before admission to discuss any access needs or reasonable adjustments. The SENDCo may plan transition visits, meetings with previous settings and professionals, visual supports and any necessary adaptations or equipment. Discussing needs in advance helps us prepare and does not create an additional admissions condition.

School admissions information and current policy:
https://www.ecclestonprimary.cheshire.sch.uk/page/admissions/19688

15. Disability equality and avoiding less favourable treatment

Eccleston is committed to meeting its duties under the Equality Act 2010. We consider reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage. This includes adjustments to teaching, communication, classroom practice, school routines, behaviour responses, access to activities and, where appropriate, auxiliary aids and services.

We work with the pupil and family to identify barriers and suitable adjustments, review their effectiveness and promote participation with peers. Decisions about individual arrangements take account of the child's needs, safety and relevant legal duties.

16. Accessible premises, facilities and information

The school currently identifies wheelchair access via the side driveway to the rear of the school and an entrance through Class 2, together with a ground-floor accessible toilet. These details should be confirmed against current premises arrangements and any recent alterations before publication.

The school plans reasonable adjustments to access and may use adapted materials, communication supports, accessible formats or specialist equipment according to need. Parents should contact the SENDCo to discuss any specific access requirement.

17. Our Accessibility Plan

The school publishes an Accessibility Plan, reviewed in accordance with statutory duties, which addresses three areas:

Increasing the extent to which disabled pupils can participate in the school curriculum.
Improving the physical environment so disabled pupils can take advantage of education, benefits, facilities and services.
Improving the delivery of information to disabled pupils in formats accessible to them.
The current plan, including actions and timescales, can be found on the School Policies page. The school will provide an accessible copy on request.

School Policies and Accessibility Plan: https://www.ecclestonprimary.cheshire.sch.uk/page/school-policies/11825

18. Concerns, complaints and independent support

If you have a concern about your child's SEND provision, please speak first with their class teacher or the SENDCo so that the matter can be understood and addressed. If it remains unresolved, you may contact the headteacher and use the school's published Complaints Procedure, including its formal stages and timescales. Complaints concerning SEND provision are considered under this procedure; matters about EHCP decisions or local authority duties may have different statutory routes.

Parents can seek free, impartial information and advice from Cheshire West and Chester SEND Information, Advice and Support Service (SENDIASS). For disagreements about EHCP assessments, content or placement, parents can also obtain information about mediation and appeal rights, including the First-tier Tribunal (SEND), where applicable.

School complaints procedure: https://www.ecclestonprimary.cheshire.sch.uk/page/school-policies/11825

Cheshire West and Chester Local Offer: https://livewell.cheshirewestandchester.gov.uk/

SENDIASS contact details in the previous school report: 0300 123 7001; iasservice@cheshirewest.gov.uk

19. Further information and useful links

School SEND information: https://www.ecclestonprimary.cheshire.sch.uk/page/send/30124

Cheshire West and Chester Local Offer: https://livewell.cheshirewestandchester.gov.uk/

DfE SEND Code of Practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

School admissions: https://www.ecclestonprimary.cheshire.sch.uk/page/admissions/19688

School policies (SEND, Accessibility, Complaints, Medical Needs): https://www.ecclestonprimary.cheshire.sch.uk/page/school-policies/11825

Please contact the SENDCo if you would like this report explained, discussed or provided in an alternative accessible format.

Helpful SEND Abbreviations

There are many SEND terms which are abbreviated and can lead to confusion. Here is a glossary of the most used SEND terms:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AP	Alternative Provision
AR	Annual Review (EHCPs are reviewed annually)
ASC	Autistic Spectrum Condition
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CIN (ChIN)	Child in Need (Child supported by a social worker)
CGM	Core Group Meeting
C&L	Cognition and Learning
C&I	Communication and Interaction
CoP	Code of Practice
DfE	Department for Education
EYFS	Early Years Foundation Stage (Pre-school and Reception)
EAL	English as an Additional Language
EP	Educational Psychologist
FMS	Fine motor skills
FSM	Free School Meals
KS	Key Stage
LA	Local Authority
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulties
NC	National Curriculum
OT	Occupational Therapist
PR	Parental Responsibility (legal status)
SP	SEND Profile (previously referred to as a Child Profile or IEP – Individual Education Plan)
SEMHD	Social, Emotional, Mental Health Difficulties
SALT	Speech and Language Therapy/Therapist
SEND	Special Educational Needs & Disability
SENDCo	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
SPN	Sensory or Physical Needs
TA	Teaching Assistant
TAF	Team Around the Family