St Winefride's Catholic Primary School

SEND Information Report

Date policy last reviewed:

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Signed by:
Mrs J Davies

	Headteacher	Date:	28th September 2026
Dr M Branch	Chair of governors	Date:	28th September 2026

St Winefride's Catholic Primary School



Special Educational Needs and Disability (SEND) Information Report – 2026-27

Mission Statement

Welcome to St Winefride's where we come together to learn, laugh, listen, live and love in the presence of Jesus.

At our school, we believe that everyone is valued as a unique gift from God.

We work together to create an engaging learning environment, where all children are challenged to achieve their full potential.

At St Winefride's Catholic Primary school, we recognise in everyone, the dignity and beauty of the person, made in the image and likeness of God. We value each individual and respect them regardless of their background and circumstances because they are our brothers and sisters in the family of God, and we are called to love and value everyone.

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1. Introduction

At St. Winefride's, our aim is to educate pupils with Special Educational Needs/Disabilities (SEND) within the existing framework of the whole school. The school's SEND Policy complies with the Government's Code of Practice.

The Code of Practice 2014 defines SEND as follows:
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him/her. A child of compulsory school age has a learning difficulty or disability if he /she:

a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
b) Has a disability which prevents or hinders him/her from making use of the educational facilities of a kind generally provided for others of the same age in a mainstream school.

2. **How we identify children with SEND**

At St. Winefride's, the attainment and progress of every child is carefully tracked and monitored throughout their time in our school. Children are continually assessed through each daily lesson and areas for development are highlighted and worked upon. At the end of each term every child is assessed formally.

Each class teacher tailors lessons to cater for all children's abilities and needs and if a teacher has any concerns regarding a child in their class, they will discuss these concerns with the child's parents and also with the SENDCo (Special Educational Needs Coordinator) (Sometimes referred to as SENDCo Special Educational Needs and Disability Coordinator) – ***Mrs A Jones*** . (Contact details on page 12.)

Where concerns have been raised, the teacher may put in place some appropriate support or intervention. If the child's progress continues to be significantly slower than that of their peers or fails to match their previous rate of progress (despite this high-quality teaching targeted at specific areas of difficulty) it may be that the child has SEND. Information will be gathered, including seeking the views of parents, as well as from teachers and assessments. (There may be many reasons for a child 'falling behind'. These may include frequent or prolonged absence, attending a number of different schools or worries that distract them from learning.)

At this point the child may be entered onto the SEND Register at the 'SEN Support' level. This allows their progress to be more closely monitored and additional support put in place, if necessary, through Termly Learning Goals. Parents are always informed at this stage and encouraged to work together with the school. With the parents' consent, the school may liaise with external agencies for advice and/or support in meeting the child's needs.

3. Working in partnership with parents and carers

At St. Winefride's, we believe that support is most effective when we work in partnership with parents.

- Parents and carers are kept fully informed about their child's SEND
- Termly progress meetings are held with class teachers and/or the SENDCO
- In addition to the above meetings, the SENDCO welcomes meetings with parents/carers at other times, whenever the need arises.

We operate an open-door policy for all our all parents/carers. We welcome and encourage liaison with parents/carers as partners in the child's learning. Parents/carers are welcome to make an appointment to meet with either the class teacher and/or the SENDCo to discuss any concerns they have regarding their child. School can offer advice and practical ways in which to help a child at home, depending upon their needs.

For children who have identified additional needs, the class teacher will meet with the parents/carers at least three times to discuss their needs, support and progress through a review of their termly learning goals, and the SENDCo can attend this meeting, if required. If the child is not making expected progress, the SENDCo will work to identify why, alongside the class teacher, and teaching assistant, if appropriate, and new interventions and targets put in place. At this point, advice from external agencies may be sought.

If a child has complex special educational needs or disability, they may have an EHC Plan (Education Health Care Plan – refer to Section 5 - Different types of support available for children with SEND) which means that a formal Annual Review will be held to discuss the child's progress and a report written. This can also be done at a six-monthly review if changes to circumstances occur or concerns arise from school or parents.

Parents, and the child, are always invited to an annual review and will be asked for their input before and during the review process. (Cheshire West & Chester have produced a document – Our Story – which is for parents/carers to share the child's background and history. This is updated every year.) The child's learning outcomes (both long and short term) will be reviewed, and progress will be discussed.

4. Supporting children with SEND

At St. Winefride's, we have pupils with a range of special educational needs. Some pupils receive additional support at the 'SEN Support' stage (outlined as Termly Learning Goals or TLGs) and some pupils have 'Education, Health and Care Plans' (EHCs). Pupil Premium funding enables the school to provide additional support for disadvantaged children with SEN.

Children with SEND will be set termly learning goals. These goals will be discussed with the child's parents and, where appropriate, with the child. Goals may be connected to literacy or numeracy skills or they may be connected to social interaction difficulties, emotional difficulties or overcoming physical or sensory difficulties.

All the children at St. Winefride's benefit from an English and Maths curriculum, which is delivered using the small step approach and work is scaffolded to their individual needs. However, some children attend 'catch-up' sessions, such as Little Wandle Catch up. Other children need an additional level of support. Different interventions and approaches are used to address specific areas, and we look carefully at your child's needs when deciding how best to support them. The additional support may include access to specialist resources, mentoring, support from outside agencies, individual and small group interventions by their teacher, teaching assistant or SENDCO. All of our interventions and approaches have been shown to have a positive impact on pupils' learning.

The SEND code of practice identifies 4 main areas of need:

- Cognition and learning
- Communication and Interaction
- Social, emotional and mental health
- Physical/and or sensory needs

Cognition and Learning Difficulties

We support children's attainment in all areas of the curriculum with specific support in English to support reading and writing and maths. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling) or dyscalculia (specific difficulties with numeracy work).

- High quality class teaching is differentiated for all children, including those with learning difficulties.
- All children work towards individual targets in developing literacy and numeracy skills.
- Children receive additional teacher and teaching assistant support in class.
- Some children work in small support groups.
- Work/activities may be broken down into smaller, achievable chunks.
- Some children follow multi-sensory intervention programmes, such as Nessy, recommended for pupils with dyslexia.
- Some children work in english and maths intervention groups, such as transcription support, maths pre-teach and Little Wandle catch up etc.
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Communication and Interaction Difficulties

We support children's speech, language and communication development.

- Quality First teaching is adapted for pupils with speech, language and communication needs.
- Teachers use visual resources to support pupils' learning.
- We work in partnership with the Speech and Language Therapy Service (SALT).
- Some children follow individual programmes devised by Speech and Language Therapists, delivered by teaching assistants within the school.

- Some of the school's teaching assistants are Elkan-trained (Speech and Language Therapy) and they support other members of staff to deliver programmes put in place by the SALT or adapted from Elkan.
- We work in partnership with the Autism Team to support pupils with communication difficulties such as ASD (Autism Spectrum Disorder).
- The school SENDCo and a number of teachers and teaching assistants have received training in supporting children with ASD. This ensures that effective and appropriate strategies are used to ensure children with social; communication difficulties to succeed in the school environment.

Sensory or Physical Needs

We work closely without side agencies to provide support for children who have physical, medical and sensory needs. Where necessary, we have made adaptations to the curriculum and environment in order to make lessons and learning opportunities accessible to all our children.

- We work in partnership with the Hearing Impairment Support Service and Specialist Vision Support Teachers.
- We work in partnership with Wirral NHS and Cheshire NHS.
- If appropriate, children can be supported by Teaching Assistants.

Social, Mental and Emotional Health Problems

At St. Winefride's, we promote positive behaviour, emotional well-being and mental health of our children. For some children, difficulties in their social and emotional development can mean that they require additional or different provision.

- We work in partnership with parents, and pupils may have home/school contact books.
- Our learning mentors support individual children.
- We work in partnership with health services such as Wirral and Cheshire Child and Adolescent Mental Health Services (CAMHS) and Young Carers.
- We support children through Social Skills groups, using strategies such as Social Stories, nurture groups or Lego Therapy.
- We support all of our children through the schools RSHE teaching, using Ten Ten and published programmes such as MyHappyMind.
- Some children, not necessarily children with SEND, and their families require additional support. This may be facilitated through a TAF or Team Around the Family support.

We always endeavour to tailor our support to individual needs so that we can maximise children's progress and enable them to reach their full potential, preparing them for secondary education and their future. Where possible, a baseline will be recorded, from which the impact of the additional provision can be judged. The progress of children with Element 3 Funding or an Education Health care Plan (EHC) is formally reviewed at an Annual Review with all adults involved in the child's education.

Progress data of all children is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is also monitored by the local authority, School Improvement Partner and Ofsted.

Supporting children's overall well-being

St. Winefride's is an inclusive school: we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being and we strive for children to feel safe and secure when in our care.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; this would be the parents' first point of contact. Children who are supported by a specific teaching assistant or learning mentor will also work closely with them. If further support is required, the class teacher can liaise with the SENDCo for further advice and support.

All staff have a first aid qualification and are able to administer medication to children that has been prescribed by a doctor. Lists naming the staff who are Paediatric First Aiders are posted throughout the school. This medication

must be labelled clearly with the child's name and the date on which it was prescribed. If medication is to be given in school, a form must be completed in the school office. Medication that has been delivered is recorded and securely kept in school.

Children who have asthma keep their inhalers in their classroom. Children self-medicate but will be supported if required.

5. <u>Different types of support available for children with SEND</u>

This system develops an integrated assessment and review process from birth to 25 years, leading to a single plan. This plan will involve Education, Health and Care services bringing together the range of support on which children, young people and their families can rely, referred to as the Education Health and Care Plan (EHC). If a child has lifelong or significant difficulties, they may undergo an Education, Health and Care Plan Assessment which is usually requested by the school but can be requested by a parent. This new system is an integrated assessment. The Local Authority will be given information about the child's progress over time and documentation in relation to the child's special educational needs. An assessment will occur when the Local Authority believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

The Assessment Process

- The school (or a parent/carer) requests that the Local Authority Services carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that will be provided for the child.
- After the request has made, a 'Panel of Professionals' will decide whether they think that the child's needs seem complex enough to need a statutory assessment. If they feel that this is the case, all relevant agencies, including parents and the school submit reports.
- The Panel will use these reports to decide if the child's needs are severe, complex and lifelong. If this is the case, they will produce an EHCP.

Evaluating our provision

At St. Winefride's, we strive constantly to support all children in achieving their full potential. Each child is viewed as an individual and our SEND provision is monitored closely by both our SENDCo and governors, we regularly evaluate all additional support that is in place, including intervention sessions, and analyse data to identify what has been successful. Teaching assistants feedback regularly to the SENDCo about the children they have supported and whether their needs have been addressed.

At the end of each term, data is analysed for all cohorts and individual children to identify those who have not made expected progress. Staff complete pupil progress grids (MAGs) which are evaluated by the leadership team. There is a SEND tracker which tracks the attainment and progress of our SEND learners.

6. **SEND Interventions are available for children at St. Winefride's**

A variety of individual and small group interventions are employed to support children. Some of these interventions are 'formal'; others are adapted from interventions. Some of the interventions used are listed below:

- Little Wandle keep up and rapid catch up.
- Social Skills
- Speech and Language Therapy interventions provided by Speech and Language Therapy Service
- ELKAN – Speech and Language Therapy
- Nessy
- Lego Therapy
- Social Stories
- Time to Talk
- Narrative Therapy
- Differentiated Spelling and Phonic groups
- Sensory Circuits and Exercises
- Learning Mentor support
- Beat Dyslexia
- White Rose Pre-teach
- 1:1 and group reading support

If appropriate, a baseline assessment will be taken at the beginning of the intervention, providing a starting point from which progress can be measured. Regular reviews will take place to ensure that the intervention is having an effect. Should progress be less than anticipated, the intervention may be altered or adapted.

If a child's difficulties persist despite the interventions, advice and support may be requested from external agencies.

7. How is the decision about type and amount of support made?

At St. Winefride's, we aim to involve parents and carers in all decisions that are made regarding provision for their child. Through regular meetings, we will discuss our plans and thoughts, taking into account those of parents. Initially, the class teacher alongside the SENDCO will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels. For example – some children may require support in English lessons whereas others may require support during less structured times of the school day.

8. Specialist services available or accessed by St. Winefride's

The following are some of the many specialist services with whom we work in partnership:

- School SEN Consultant
- Educational Psychologists
- GPs or paediatricians
- School nurses
- Education welfare officers
- Voluntary sector organisations
- Speech and Language Therapy Service
- Specialist Teacher for the Visually impaired
- Specialist Teacher for the Hearing impaired
- School Health - Nurse (Cheshire NHS) – based at Great Sutton Health Centre
- Community Paediatricians (Hospitals – Clatterbridge, Arrow Park and Countess of Chester)
- The Autism Team
- CAMHS (Cheshire West and Chester/Wirral)
- Occupational Therapy and Physiotherapy Service (Cheshire West)
- Educational Welfare Service
- Social Care Services
- Down Syndrome Cheshire
- Koala North West
- Young Carers

External agency support may be:

- Direct one to one interventions
- Advice for school to follow
- Advice for parents
- Joint programmes for school or home to follow
- Signposting to further services

If a child is referred to one of these agencies, the SENDCo will liaise closely with the agency. If the referral is made by the school, parental permission must be sought before the referral is made, together with an explanation as to why the referral is being made. No referral will be made without this permission, which is usually written.

Usually, a report is then compiled and the advice is followed in school, often in a programme of work. This is usually administered by a teaching assistant, although the class teacher is aware of it, and it is monitored by the SENDCo.

9. Support for children with additional emotional or social needs

Some children may have additional emotional or social needs, which require additional support. These needs can manifest themselves in many ways such as behavioural difficulties or anxiety. Despite PSHE no longer being a National Curriculum subject, it is still delivered at St. Winefride's when required. The delivery of RSE is now statutory and is taught weekly. In addition to this support, children can access the following in small groups:

- Social Skills
- Nurture groups or individual sessions
- Lego Therapy
- Time to Talk
- Learning Mentor time

10. Staff Training

As a school, we have worked with external agencies to provide a variety of staff training. The SENDCO/and other staff members have been trained and receive regular training in a variety of areas, such as:

- Dyslexia and dyslexia friendly teaching strategies
- Supporting children with Autism Spectrum Disorder (ASD)
- Speech, Language and Communication Difficulties
- Supporting children with Attention Deficit Hyperactivity Disorder (ADHD)
- Safeguarding Children
- Supporting children with Downs Syndrome
- Maths For Life
- Narrative Therapy (communication in EYFS)
- Lego Therapy
- ELKAN (Speech and Language)
- MAKATON
- Team Teaching
- First Aid
- Paediatric First Aid
- Emergency First Aid
- White Rose Maths
- Mastering Number
- Scaffolding
- Support Struggling Learners
- Multi Agency Toolkit
- EHCP
- Staff may attend training that is age appropriate.
- SENDCO is part of a SENDCO cluster group who meet regularly.

Through regular staff meetings, all staff ensure their own professional development is kept up to date and access training on SEND issues, when required.

11. Accessibility to the school environment and curriculum

Here at St. Winefride's, we believe in the inclusion of **all** children in **all** learning activities within and outside the classroom environment. We do this, by:

- Close liaising with a variety of outside agencies such as the Occupational Therapy Service (Countess of Chester), Wirral and West Cheshire Sensory Services for Visual Impairment and Auditory Impairment.
- Seeking advice in the form of outreach support from agencies such as the Downs Syndrome Society, Dorin Park, Hinderton School (ASD).
- Providing visual timetables
- Classroom audits by the outside agencies such as the Educational Psychologist or OT to provide advice about seating in the classroom, then implemented by school.
- Auxiliary aids such as sloping desk for visual impairment, special pencils/pens, speech readers, personal FM systems (for deaf children) – under the guidance of the occupational therapy team.
- Lap-top, ipads and specialist software provided.
- Coloured lenses/overlays provided.
- Making reasonable adjustments are made so that pupils with SEND can access our school.
- Providing accessible toilet facilities for pupils with disabilities on the higher level of the school. In the lower part of the school a toilet in the Reception class has been adapted, with a guard rail and platform. (The governors are investigating ways in which a toilet on the lower part of the school can be made more wheelchair friendly.)
- Providing space within the classrooms for specific sensory needs (such as specific setting areas within classroom or individual tables), when required. We also have an 'open teaching' area or a quiet room for some group or individual work.
- Purchasing any equipment necessary, as recommended by outside professionals, top enable children to access learning – such as writing slopes, toileting or seating aids.
- Adapting extra-curricular activities for children with SEN or disabilities on an individual basis.
- Arranging for additional adults, if not, a parent to support the child on educational or off-site visits.
- Carrying out risk assessments prior to all visits off school property to ensure everyone's health and safety is considered.
- Preparing children with social stories, and other such activities to prepare the child for off-site or residential visits.
- Supporting children with EAL. EAL children receive additional support, individually, in small groups or through language interventions.
- Providing accessible to the school building for wheelchair users. Although there are steps in the main corridor to the hall and upper part of the school, the building is nevertheless wheelchair accessible with pathways and ramps around the outside of the school.
- The Early Years Specialist Support Service (EYSSS) provides training for Early Years settings to support them in making good access arrangements for young children with SEND. LA Early Years Specialist Support Services and Early Years Consultants require settings to complete an audit of their access arrangements. Following the audit, if there are areas where access is an issue, the setting must provide a plan to show how this will be addressed.

If there is any concern regarding full access to activities, then the following process will be followed:

- A meeting with parents (and child) will be arranged.
- The itinerary for the visit/activity will be discussed in detail.
- Any necessary adaptations for inclusion will be made.
- If the visit is a residential centre, their advice will be sought.
- In the case of a residential visit, arrangements can be made for child and parents to carry out a pre-visit, or this is can be done through a 'virtual' visit.
- A Risk Assessment may be carried out and produced, if necessary.

Children with disabilities

Schools have a duty under the Equalities Act 2010 to make reasonable adjustments in relation to children and young people with disabilities. This means that where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage. Many of the strategies above apply (For more information, see our school accessibility plan.)

12. Starting School and Transition arrangements

Starting or moving school can be a particularly anxious time for children with SEND and their parents. We aim to provide as successful and smooth transition as possible.

Starting school

We would always encourage children and families/carers to visit any school before applying for a place and even more so if their child has additional needs.

Parents/carers of a child with an EHC Plan will be asked to select a school based upon their own preference and then the school is approached by the local SEN Team to identify whether the school can meet the child's needs.

If a child is allocated a place in our Reception class, and they have additional needs and/or a disability, parents/carers should contact the school as soon as they receive an offer.

If the child has an Educational Health Care Plan, an Action for Inclusion meeting will be arranged to discuss your child's needs, share strategies used by parents/carers, previous settings they have attended and professionals who have worked with the child. At St. Winefride's, all new Reception children are invited to two 'play-sessions' in the summer term to aid their transition. A child with an EHC Plan may be invited to come into Reception on additional occasions to meet the adults they will be working with. Once the child has started school, the class teacher will arrange an early meeting with parents to review how well the child has settles. Regular meetings will be held to monitor the child's progress from this point.

Entering or leaving St. Winefride's – Reception to Year 6

If a child joins St. Winefride's from another school:

- We will contact the previous school's SENDCo and ask for detailed information about any special arrangements or support that need to be made to support the child,
- A meeting will be held between parents/carers, class teacher and SENDCo as soon as possible.
- We will make sure that all the child's records are received and are shared with class teacher.

If a child moves to another school:

- We will contact the new school's SENDCo and ensure that any detailed information about any special arrangements or support that need to be made to support the child is passed on,
- We will make sure that all the child's records are passed on as soon as possible.

When a child moves between year groups:

- All information is passed on to the new class teacher in advance and, in some cases, a planning meeting will take place with the new teacher with the SENDCo present. Parents/carers may also be invited to this meeting, if appropriate.

Moving onto high school or secondary placement

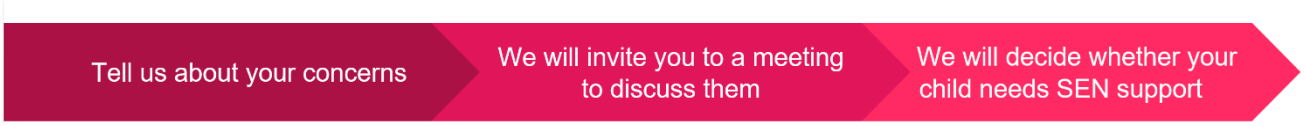
- All children are supported in their transition to secondary school at the end of KS2.
- If the child has an EHC Plan, the SENDCo will meet with parents/carers and representatives from Cheshire West and Chester SEN Team to discuss the best choice of high school based upon the child's needs. This meeting usually takes place during the child's Year 5 Annual Review.
- The SENDCO at St. Winefride's liaises with the SENDCOs from the secondary schools and special transition arrangements are made for pupils. This could be discussing strategies to support child or arranging additional visits to the child's secondary placement to aid transition.
- All information held on record will be passed up to the new school, even if the child no longer requires SEN support. This includes the passing on of any Safeguarding information to ensure the well-being of individual children.
- In some cases, if appropriate, multi-agency meetings or Action for Inclusion may be arranged to create a more detailed transition plan.
- The child will carry out additional transition work with a teaching assistant or learning mentor to prepare them for high school.

Admission arrangements for children with disabilities

The admission arrangements for a child with a disability who does not have an EHC Plan are the same as those applied to children without disabilities.

The parents/carers of any child refused admission can appeal to the Admissions Appeal panel. Where discrimination has been alleged to have occurred, parents/carers have a right of address through the Special Educational Needs and Disability Tribunal System (SENDIST – http://www.gov.uk/courts-tribunals/first-tierhttp://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disabilitytribunal-special-educational-needs-and-disability)

13. **What should parents/carers do if they think their child has SEND?**



If you think your child might have SEN, the first person you should tell is your child's teacher.

Speak with your child's class teacher to arrange a meeting.

They will pass the message on to our SENDCO, Mrs A Jones who will be in touch to discuss your concerns.

You can also contact the SENDCO directly. Mrs A Jones – 0151 832 5012

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

In the first instance, it is recommended that parents speak to their child's class teacher, who is responsible for:

- Checking each child's progress
- Identifying, planning and delivering any additional, individualised help that a child may need (this may be targeted or additional work) and letting the SEND Coordinator (SENDCo) know.
- Providing personalised teaching and learning identified on the school's provision map
- Devising termly Learning Goals for children identified on the SEND register.

After this, it may be helpful to speak to the **Special Education Needs/Disabilities Coordinator (SENDCo).** The SENDCO at St. Winefride's is **Mrs A Jones** and she can be contacted at the school – 0151 832 5012 Email: a.jones@stwinefrides.cheshire.sch.uk

The SENDCo is responsible for:

- Producing and reviewing the schools' SEND Policy,
- Coordinating all the support for children with SEND,
- Ensuring that parents/carers are involved in supporting their child's learning, informed about the support their child is receiving and involved in reviewing their child's progress,
- Liaising with external agencies,
- Preparing and presenting a termly report for Governors,
- Liaising with the SEND governor (and headteacher),
- Updating the school's SEND Provision Map and making sure that all children with SEND records are kept,
- Ensuring that schools staff are supported with specialist support (maybe provided by external agencies) to ensure children make the best progress possible.
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- Monitor the progress and effectiveness of provision.

SEND Governor is **Anne Marie Parker** and the Chair of Governors – **Dr Mark Branch.**
You may contact our SEND Governor and Chair of Governors by telephoning 0151 832 5012 or by email: admin@stwinefrides.cheshire.sch.uk

What do I do if I am unhappy with the provision for my child?
We always ask that if a parent/carer has any concerns to talk to us in the first instance. Mrs. Davies can be contacted through the school office. However, if parents are unhappy with the provision for their children, then they can refer to the Complaints Policy and procedure which can be found on this website. Complaints procedure and further information can be accessed via the Headteacher - 0151 832 5012
Email:
head@stwinefrides.cheshire.sch.uk

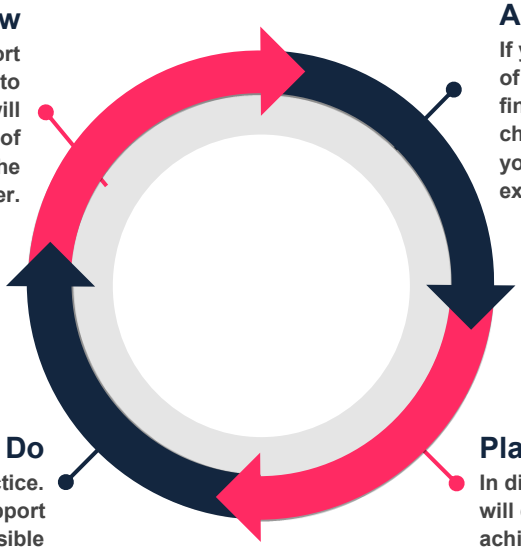
There are three levels of dispute resolution available for those with or seeking an Educational Health Care Plan.

1. Disagreement Resolution Service
2. Mediation- where parents/young person disagree with elements of an EHC plan.
3. First Tier Tribunals- appeals about a Local Authority decision not to carry out an EHC assessment, not to issue or amend an EHC plan, dispute over the needs and provision in the plan or decision to cease an EHC plan. (Tribunals will not hear appeals about personal budgets)

14. How will school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENDCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

15. **The 'Local Offer' within Cheshire West and Chester Local Authority**

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN. This can be found on the Cheshire West and Chester Website
https://livewell.cheshirewestandchester.gov.uk/

If you have questions relating directly to your child's SEND, the SEN team at Cheshire West and Chester can be contacted at:
Telephone: 0151 337 6505 Email: senteam@cheshirewestandchester.gov.uk
For general advice and impartial guidance, contact Information Advice and Support Service (IASS)through the internet:
https://www.livewell.cheshirewestandchester.gov.uk/Services/1279/Information-Advice-a

