Shocklach Oviatt C of E Primary School SEN Information – November 2026 (To be reviewed Nov 2027)

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
How does the school know if my child needs extra help?	• Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL the children. • Ongoing informal assessments both formative and summative take place. • Not making expected progress in EYFS 'communication assessments.' • If the Speech and Language Therapy Team are involved in providing recommendations.	• Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL the children. • Ongoing informal assessments both formative and summative take place. • Not making expected progress in EYFS assessments. • Not making expected attainment in the end of Year 1 phonics test. • Not making expected progress/meeting expectations within the year group or a particular area.	• Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL the children. • Ongoing informal assessments both formative and summative take place. • Finds difficulty in following the school rule of 'making wise choices' and adhering to the class charter. • Finds difficulty in following the schools Relationships Policy that is in place. • Action for Inclusion meetings held between the Local Authority/SENDCo/EYFS and nursery staff.	• Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL the children. • Ongoing informal assessments both formative and summative take place. • Outside agency involvement • Close liaison with EYFS/Nursery to ensure needs of the child are met • Action for Inclusion meetings held between the Local Authority/SENDCo/EYFS and nursery staff.

			• Observations of social and emotional skills highlight a need.	
What should I do if I think my child may have a special educational need or disability?	• Discuss concerns with the class teacher. • Discuss concerns with the SENDCo, Mr M Heathcote sendco@shocklachoviatt.cheshire.sch.uk • Contact Cheshire West and Chester Information Advice and Support Service iasservice@cheshirewestandchester.gov.uk • Ensure all referrals are in place e.g. Community Paediatrics, Speech and Language Therapy, Early Years Specialist Team etc. • Ensure school has updated information regarding your child's needs and other professionals including Health are aware there is permission to share personal information about your child with the school. Having access to records from specialists working with a child enables us to work more effectively and have a holistic view of the child. • Ensure that your views and perspective are taken into account.			
How will I know how the school supports my child?	• I will be contacted by the class teacher if there are any concerns about my child and a meeting will take place to discuss. • The SENDCo may be invited to the meeting to listen to concerns and suggest strategies to support. • An Action Plan may be put in place by the school in the form of Termly Learning Goals, if a specific intervention is required. • Termly Learning Goals will be monitored and reviewed at least termly in collaboration with you and your child (where appropriate)			
	Assessments and/or observations may be carried out within school or by external agencies to inform target setting, for example by the Autism Team or Speech and Language Therapy Team (SALT)	Assessments and/or observations may be carried out within school or by external agencies to inform Target setting, for example by the Educational Psychologist (EP) or Dyslexia Specialist. I will be contacted by the class teacher if there are any concerns about my child and a	Assessments and/or observations may be carried out within school or by external agencies to inform Target setting, for example by the Educational Psychologist (EP), Child and Adolescent Mental Health Team (CAMHS), Behaviour Team or Cheshire West and Chester Information and Support Service (ISA).	Assessments and/or observations may be carried out within school or by external agencies to inform Target setting, for example by Occupational Therapy Team (OT) Physiotherapy Team (PT) or medical services.

		meeting will take place to discuss.		
How will the curriculum be matched to my child's needs?	• Quality First Teaching strategies within the classroom to support communication and interaction such as: - Simplified and minimal language - Modified questioning - Visual prompts and timetables - Practical and hands on approach to teaching and learning • Differentiated outcomes to match the specific learning needs. • The implementation	• Quality First Teaching strategies within the classroom to support cognition and learning such as: - Visual prompts and timetables - Practical and hands on approach to teaching and learning - Recapping instructions and activities for clarity and understanding - Use of support materials such as practical resources, writing frames or modified texts. - Classroom seating modified including the use of focus tables/work stations • Differentiated outcomes to match the specific needs including differentiated homework and classroom tasks.	• Quality First Teaching strategies within the classroom to support social, emotional and mental health such as: - Whole school relationships policy and adapting expectations with a graduated response. - Reasonable adjustments to the above to take into account different cohorts or children. - Additional whole class PSHE sessions to address needs of the cohort and individual children. • Use of visual prompts for behaviour including traffic lights cards. • Support from Emotional Literacy Support Assistant (ELSA) one-to-one, small group and integrated into learning time.	• Quality First Teaching strategies within the classroom to support sensory and/or physical such as: - Modifications to the learning environment including seating plans and classroom organisations - Reduced sensory stimulation. - Use of sensory circuits and/or brain breaks - Resources such as writing slopes, pencil grips, posture cushions etc. • The implementation of any outside agency advice or targets.

	of any outside agency advice or targets.	• Use of technology to support learning where appropriate. • The implementation of any outside agency advice or targets.	• The implementation of any outside agency advice or targets.	
How will I know how my child is doing?	• For all children there will be a parent's meeting once in the autumn term and once in the spring term organised by the school and/or class teacher. • Additional meetings can be planned at points throughout the year, organised by the class teacher and/or SENDCo • For any child receiving SEND support, an extended meeting each term will give adequate opportunity for parents and teachers to discuss progress against any Termly Learning Goals and share achievements and any other concerns. This will also involve the SENDCo if required and/or requested. • Some meetings may involve other professionals if they have been involved in providing support or advice to school. • If your child has an Education, Health and Care Plan (EHCP), one of the scheduled meetings will be the annual review of the Plan and fall 12 months from the date of the plan. • Interim EHCP review meeting can also be held should there be any significant chances to the plan.			
How will you help me to support my child's learning?	• During any meetings with the class teacher, SENDCo and/or other professionals, advice and support will be shared collaboratively, that can support both home and school to achieve the best outcomes for your child. • If your child has an Education, Health and Care Plan (EHCP), a review will be held annually and in some cases an interim review can also be called which will also outline how both home and school can support learning. • Recommendations from observations and assessments done in school or by outside agencies will be shared with home.			
What support will there be for my child's overall wellbeing?	• When setting targets on the Termly Learning Goals, care is taken to ensure they are SMART: specific, measurable, achievable, realistic and time-bound. • Learning support assistants run a range of one-to-one and small group activities and interventions aimed at developing self-esteem and improving wellbeing. • There are opportunities to explore the development of aspect of Social, Emotional and Mental Health and Physical health through curriculum subjects and additional theme weeks including Mental Health week and Anti-bullying week. • Within classrooms, circle times/discussion times are used to focus on particular issues or concerns.			

	• Full participation in national initiatives regarding positive wellbeing. • Positive Behaviour schemes are implemented throughout the school and reviewed on a regular basis. These can be found within our Relationships and Behaviour Policy. • Specialist whole school assemblies to develop awareness about aspects of special needs or emotional wellbeing. • In school we have two qualified Emotional Literacy Support Assistant (ELSA) and a Mental Health First Aid support assistant (MHFA) • The SENDCo is a qualified Mental Health First Aider.			
What specialist services and expertise are available to or accessed by the school?	• Experienced teaching assistants to deliver speech and language interventions and recommendations from outside agencies. - Speech and Language Therapy Team - Autism Team	• Experienced teaching assistants to deliver specific support interventions and recommendations from outside agencies. - Autism Team - Educational Psychology - Dyslexia Specialist	• Experienced teaching assistants to deliver specific interventions and recommendations from outside agencies. - Autism Team - Educational Psychology - CAMHS - Vysion counselling Service • Trained ELSA and MHFA learning support assistant. • All staff have had Safe Handling training.	• Experienced teaching assistants to deliver physical and sensory interventions and recommendations from outside agencies. - Occupational Therapy Team - Physiotherapy team - School nurse - Specialist teachers for the hearing impaired / visually impaired (HI / VI)
What training are the staff supporting children and	• Continued Professional Development (CPD) from	• Continued Professional Development (CPD) from SENDCo/SLT and	• Continued Professional Development (CPD) from SENDCo/SLT and outside agencies such as	• Continued Professional Development (CPD) from SENDCo/SLT and outside agencies such as

young people with SEND had or are having?	SENDCo/SLT and outside agencies such as - Speech and Language Therapy Team - Autism Team • All staff complete a training cycle of appropriate training for a range of needs. • TA's regularly meet with the SENDCo to disseminate information and have regular short training sessions on specific areas.	outside agencies such as - Autism Team - Educational Psychology - Dyslexia Specialist • Whole school training on 'dyslexia and quality first teaching'	- Autism Team - Educational Psychology - CAMHS - Vysion counselling Service • Whole school Positive Handling training • Whole school safeguarding training • SENDCo is currently completing the Senior Mental Health Lead (SMHL) training.	- Occupational Therapy Team - Physiotherapy team - School nurse - ADHD team - Specialist teachers for the hearing impaired / visually impaired (HI / VI) • LSA trained in 'supporting sensory overload through activity' • First aid training for staff • SENDCo trained in SPOTTS (Sensory Processing Occupational Therapy Support)
How will the school prepare and support my child joining Shocklach Oviatt C of E Primary School or transferring to a new school or	• If appropriate, an 'Action for Inclusion' meeting is held and the SENDCo and Reception teacher/s liaises closely to ensure a smooth transition between settings. • The SENDCo liaises closely with the setting a child is transferring to and ensures all documentation is passed onto the new setting. • The SENDCo and Year 6 teacher liaise closely with high schools and can also arrange extended transition should that be required.			

high school provision?				
How are school resources allocated and matched to children's special educational needs	• In class support to aid the delivery of specific targets. • Speech and Language support / interventions (group or 1:1) • 'Time to Talk' opportunities • Access to learning support assistant during unstructured times • Use of technology • Visual timetables • Now and Next boards • Social stories • Access arrangements for assessment • Additional planning for transitions and extended transition	• In class support to aid the delivery of differentiated activities to support learning. • Intervention groups to support in 'closing the gap' or to provide pre-learning opportunities • Differentiated resources – word banks, spelling lists, computer programmes • 1:1 precision teaching • 1:1 Literacy programmes and assessments such as Precision Teaching, Beat Dyslexia, phonic interventions and Conquering Literacy • 1:1 numeracy interventions based on pre-requisite learning assessments. • Coloured overlays and/or background on sheets/ICT to reduce visual stress.	• In class support to aid the delivery of specific targets and/or differentiated activities to support learning • Social skills groups, time to talk and socially speaking • Monitoring and support during unstructured times (break and lunchtime) • 1:1 behaviour programmes • Peer mentoring • Behaviour specialist observations • Team Teach / Positive handling techniques if required with parental permission • Access arrangements for assessment • Additional planning for transitions and extended transition • Trained ELSA (Emotional Literacy Support Assistant) and MHFA	• In class support to aid the delivery of specific targets and/or differentiated activities to support learning e.g. enlarged print, scribes etc. • Gross and fine motor skills activities in groups or bespoke 1:1 programmes e.g. Dance Mat training, Handwriting programmes • Visual/Auditory/Perception/ Memory games activities • Specialist seating or sensory tools • Access arrangements for assessment • Additional planning for transitions and extended transition

		• Access arrangements for assessment • Additional planning for transitions and extended transition	(Mental Health First Aid) learning support assistant.	
How will decisions be made about how much/what type of support my child will receive? How will I be involved in discussions about and planning for my child's education	• Our primary aim is to enable children to fully access the curriculum as independently as possible and to develop key skills and self-help strategies to support life-long learning, effective socialising and general well-being. • Our aim is for all children to reach their full potential. • If you child is not making the expected progress in any area of development, you will be involved, alongside the class teacher and SENDCo if required, in collaboratively discussing and putting in place, appropriate support strategies, which are then regularly reviewed and developed to meet your child's needs. • The children's views (where appropriate) are also taken into consideration when putting together any additional support programmes. • The school will endeavour to implement any advice received from outside agencies and review this according to the assess-plan-do-review cycle. (see the SEND Policy) • If you child requires a needs assessment for an Education, Health and Care plan, the Local authority SEND team will assess all relevant paperwork sent in and make a judgement of the level of need that is then recommended to support your child.		
Who can I contact for further information	• CLASS TEACHER – as initial contact, either by email via admin on admin@shocklachoviatt.cheshire.sch.uk • SENDCo – Mr M Heathcote email sendco@shocklachoviatt.cheshire.gov.uk • INFORMATION ADVICE and SUPPORT SERVICE (IAS) iasservice@cheshirewestandchester.gov.uk			