



Underwood West Academy
SEND Information Report – Autumn 2026

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful. For more detailed information please see our Local Offer on our website.

We provide for the following kinds of special educational needs (SEN): We are a mainstream primary school, inclusive of children and young people with a wide range of needs, who demonstrate capacity for accessing the mainstream curriculum with reasonable adjustments and support. We support pupils with a range of needs including cognition and learning needs, communication and interaction difficulties, sensory and/or physical impairments and social emotional and mental health needs.
We identify and assess pupils with SEN using the following methods: Children with SEND are identified as early as possible within our school. Initial identification may typically come from school staff working directly with the child or from concerns brought by parents or carers. These concerns might be based on a pupil's wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group or their profile against recognised characteristics of specific forms of SEND. School staff receive a regular programme of training to support them in the identification of SEND. Early identification is paramount, therefore staff working in school monitor children's progress every term through pupil progress meetings which are led by the Principal. Following identification, concerns are brought to the attention of the school SENDCO team who discusses them with school staff working with the pupil, the pupil's family and the pupil themselves, if appropriate. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. The SENDCo keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school. When a child is identified as having additional needs we use a graduated approach to support and identify the additional support a child may require. We have a continuum of need which include the following areas: • SEND Support – children who have been identified as having additional needs and require provision that is additional to and different from the mainstream curriculum • Complex - children who have been identified as having complex and significant needs and may be in the process of an EHC assessment or have an EHC in place • Specialist – children who have an EHCP and are receiving education in a specialist provision

We evaluate the effectiveness of our SEN provision in the following ways:

Pupils with SEND are championed at all pupil progress meetings termly, where progress and attainment (numerical data and objective specific assessment) for all SEND pupils is reviewed and provision from the previous term is evaluated. New targets and provision mapping are then set up for the term ahead.

In addition, pupil voice is conducted on a regular basis with all SEND pupils and interventions and support activities are observed to evaluate their quality and impact.

Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:

All pupils are assessed on an on-going, formative basis using the school's assessment and tracking system; where this is appropriate, SEND pupils are assessed using this tool.

Where needed, children are tracked using small step progression on an individual basis dependent on the child's needs. Individual provision mapping for each EHCP pupil is completed and updated termly. Where pupils have a SEN plan these are reviewed termly in collaboration with staff, parents and children; progress is discussed and celebrated and new targets set for each term.

Our approach to teaching pupils with SEND includes:

The school teaches pupils with SEND in accordance with our detailed Local Offer (available on the website) and the Cheshire East Area Wide Offer. Children are supported in school through:

Quality First Teaching -

In every class, the lessons are taught with each child's needs in mind. Activities are personalised to children's needs so that they are appropriately challenged but are able to participate at their level. In order to support children with SEND, class-based approaches may include alternative forms of recording work, visual prompts, specialised equipment, small group or individual teaching, peer support, extended time for writing/ reading/maths tasks etc.

Interventions -

If a child needs a higher level of support that cannot be accommodated within Quality First Teaching and through Ordinarily Available Inclusive Provision then small group or individual interventions may be offered. For example: Wellcomm communication program, precision teaching, maths and reading booster groups, Lego Therapy, Sensory Circuits, Monster Phonics 'SEND Program' and SEMH interventions.

Outside Agencies -

For those with significant or complex needs, the school seeks the advice of specialists such as an Educational Psychologist, Speech and Language Therapist, Child and Adolescent Mental Health Team, Occupational Therapist; Cheshire East Autism Team, Outreach Services and Paediatrician.

Where additional levels of support are required, a personalised SEN Support Plan is created, which will outline the provision available to each child and will be available to parents/carers.

School will work closely with the child and their parents/carers to ensure that they are fully involved in identifying areas of need and in planning the support for their child. Regular review meetings will take place to ensure that parents have the opportunity to discuss their child's progress with their Class Teacher and the SENDCo team.

The school SENDCo team can be contacted via telephone, email or in person to discuss pupil needs in more detail.

For a child with complex SEND needs the school will work collaboratively with parents and outside agencies to submit an application to the local authority for a needs assessment, with a view to securing an Education Health and Care plan to further support the child during their educational journey.

We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:
The school will always make all reasonable adjustments to ensure that all pupils with SEND can take part in all whole school activities, as well as activities which enhance the wider life of the school. This could include additional or different resources or equipment, changes to the environment, additional or specialist staffing and individual risk assessments.
The following emotional, mental and social support is available for pupils with SEN:
Underwood West is committed to being an emotionally healthy school, with emotional health and mental well-being an integral part of school life. We have a Child Centred Support Team which includes a qualified ELSA (Emotional Literacy Support Assistant) an experienced Mental Health mentor and a learning mentor who are trained in delivering a range of SEMH interventions, supporting a tiered approach to meeting the needs of all children. We work closely with our NHS Mental Health Support Team, which enables us to broaden our capacity for delivering these interventions, and has also helped us share our SEMH agenda with our families and wider school community.
In addition, we use the services of the following specialists:
• Cheshire East Autism Team (CEAT) • Educational Psychology Service • Speech and Language Therapists • School Nurse/NHS • Child and Adolescent Mental Health Service (CAMHS) • Occupational Therapists • Outreach Support • NHS Mental Health Support Team
Our arrangements for ensuring the involvement of parents of children with SEN are as follows:
The points of contact for all parents/carers of pupils with SEN are as follows: Donna Sherratt (SENDCo and Inclusion Manager and Mental Health Lead) - SENDCo@underwoodwest.cheshire.sch.uk Naomi Coates (Early Years SENDCo) - NCviceprincipal@underwoodwest.cheshire.sch.uk Following identification of concerns by class teacher the SENDCO and classteacher will meet with the pupil's family for a timely discussion. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. The SENDCo will also signpost the parent to any other agencies and sources of advice/support. Parents of pupils with SEN have regular meetings with their child's class teacher and the SENDCo to review their progress, their needs and to plan future provision.
Our arrangements regarding complaints from parents of pupils with SEN are as follows:
The Complaints Policy is listed within the policy section of the school website:
Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:
Cheshire East's local offer, explaining what is available on a local authority basis, can be found using the following link: http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-forchildren-with-sen-and-disabilities.aspx
Our transitional arrangements for pupils with SEN include:
The SENDCo will discuss transition arrangements with parents and Teaching Staff to plan the most effective transition. This could include additional visits, longer phased introduction, 1:1 support for the transitional period.

