



Scholar Green Primary and Nursery School

Special Educational Needs and Disability (SEND)

Annual Report- October 2026

Introduction

The Special Education Needs and Disability co-ordinator (SENDCO) is our Deputy Headteacher, Mrs Caroline Yarwood alongside qualified SENDCO, Charlotte Moran, and our Designated Senior SEND TA, Miss Linda Hope, and the named governor for SEND at Scholar Green is Laura Chamberlain. We also have a Designated Senior Mental Health Lead, Mrs Jayne Ashworth, who is employed in a vital role supporting SEMH and safeguarding within school.

Number of Children with SEND (2025-2026) November Update

Number of children on roll Inc. Nursery	Number of children on the SEND register	Number of children at SEN Support	Number of needs assessment requests	Number of children with complex needs (EHCP)
227	39 (17.1%)	30	1	9

Number of Children with SEND (2026-2027) October update

Number of children on roll Inc. Nursery	Number of children on the SEND register	Number of children at SEN Support	Number of needs assessment requests	Number of children with complex needs (EHCP)
219	45 (20.5%)	35 (36)	3	7

SEND Policy

Scholar Green Primary and Nursery School's SEND policy was reviewed, updated and to be agreed by Governors in October 2026. The policy is reflective of the practice in within school. As changes develop within the Local Authority are being implemented it reflects the information we have up to date.

SEND Toolkit

In identifying and responding to Special Educational Needs and Disabilities (SEND), the school refers to the **Cheshire East Toolkit for Inclusion** to support all stakeholders in implementing an appropriate graduated approach.

The school prioritises **universal provision**, including Ordinarily Available Inclusive Provision (OAIP), high-quality adaptive teaching and reasonable adjustments, to meet the diverse needs of all pupils. Where these approaches are not sufficient, additional targeted support may be introduced through the graduated approach, including SEND Support and Complex Needs provision, with specialist support sought where appropriate. Targeted interventions and individualised strategies are used to address identified needs and support pupils' progress and development.

Pupils who are at risk of underachieving or belong to an identified vulnerable group are closely monitored through appropriate assessment, case studies and provision mapping to ensure that emerging needs are identified and addressed promptly.

Where a pupil is identified as having SEND and requires provision that is additional to or different from that ordinarily available to their peers, they are placed on the school's SEND register in accordance with the SEND Code of Practice. This enables the school to plan, implement and review appropriate support, working in partnership with

pupils, parents and relevant professionals to remove barriers to learning and enable every child to achieve their potential.

Further information and resources are available on the [Cheshire East SEND and Disability website](#).

Staffing Structure

Level	Number	Full Time Equivalent
Senior Leaders	3	2.8
Teachers	9	8.0
Nursery Teaching Assistants (Ratios-1:8 3/4yo's, 1:5 2yo's)	4	3.6
Main School Teaching Assistants	3	2.4
SEND Teaching Assistants (1:1)	7	5.6 (188 hours)
Designated Senior Mental Health Lead (DSMHL)	1	1.0

There are several staffing changes due within the second half of autumn term and will reduce the number of support staff.

Attendance

Attendance for our SEND pupil is currently (as of October) 98.6%.

Actions taken to support pupils: working with and supporting parents, detailed attendance conversation with parents, review provision and ensure needs are being met, making reasonable adjustments before school, during the day and transition times.

Staff Training and Development

Staff have participated in range of CPD opportunities. These are planned in collaboration with staff through surveys, as well as in response to Local and National developments as well in response to children's specific needs. CPD is strategically planned to upskill/empower those that are supporting the children. Focus has been placed on adaptive teaching to further strengthen the 'ordinarily available inclusive provision' we provide as a school. Our team have collaboratively agreed on our Gold Standard approach, which is woven through our teaching standards. Training completed to date have been SEN support training, Neuro divergence, inclusion strategy, Healthy Young Minds, DLD, Sensory Circuits and a six day SEND development course for two members of staff covering a range of SEN needs such as SEMH, ADHD and ASC. Miss Copestake has now completed her Early Years ELSA training. Miss Shaw is now embarking on her full ELSA training as well as successfully completing her Level 5 specialising in SEND. Mrs Potts achieved a distinction in Level 5 specialising in SEMH and Miss Ebborn has embarked on her level 5 specialising in SEND.

External Agencies

The use of outside agencies supports our school in gaining appropriate advice and seeking the best outcomes for our SEND pupils. Although we are a Cheshire East School, due the geographical positioning of our school, we have many children who are registered with a doctor within Staffordshire. Being close to the county boarder and having several children out of catchment also means we have to work with at least three NHS trusts for services such as SALT, OT, Community Paediatrician and Health Visitors (North-West Region: East Cheshire NHS trust, Mid-Cheshire Hospital Foundation Trust and Midlands Region: NHS Staffordshire and Stoke-On-Trent). This is a barrier that provides a real challenge in accessing the correct service for our families. We have accessed the following services over the past year:

- Cheshire East EP Services (Educational Psychologist traded services)
- CEAT (Cheshire East Autism Team)
- SALT (Speech and Language Therapy) from three NHS trusts across two regions
- School Nurse/ Health Visitor team across two regions

- OT (Occupational Therapy)
- Community Paediatrician from three NHS trusts
- Early Years SEND Complex Needs Team
- Sensory Processing Occupational Therapy Team (SPOTTS)
- Inclusion Quality Team
- ADHD services
- CAMHS (Cheshire and Wirral Partnership Foundation Trust)
- Private Educational Psychologist
- Private Occupational Therapist
- Springfield Outreach Team
- Staffordshire SEND Team

Parents as Partners

We believe that pupil's families are a key stakeholder in the education of their child. We actively seek the views of our families, so that trusting partnerships can be formed working towards one goal of supporting the child. Parents are welcome to speak to class teachers, in the first instance, if they have any concerns regarding SEND and their child. The school's SENDCO will support the class teacher, as well as meeting with parents to guide them through the SEND process. Contact is maintained with parents through conversations, meetings, telephone calls and emails and their views are recorded at each stage of the consultation. Parents of children with identified additional needs attend regular meetings to discuss their child's progress towards their personal targets and a review of provision. So far, the SEND team has had regular contact with at least seventeen of our families.

Assessment, Recording and Reporting of Pupils with SEND

All of our pupils are provided with opportunities to demonstrate what they know and what they can do. We help pupils to understand what they need to do next to develop. Pupils identified at SEND support level will have specific paperwork which will clearly state the child's SMART targets (small, measurable, achievable, relatable targets) addressing their specific needs. Targets are shared between all stakeholders and reviewed regularly. Specific assessments may be required in order to fully understand the barriers to the child's learning. These are logged and will help to set SMART targets and key strategies to support pupils. This can also be said for children requiring Social, Emotional Mental Health via Mrs Ashworth.

Interventions Used

We have a range of interventions available at Scholar Green. These can be employed once a child's barrier/s have been identified. They may be suggested by a professional or identified by the SENDCO using the Toolkit. Some examples of interventions employed by school are:

- Literacy Gold
- Precision Teach- for reading, spelling and maths facts.
- A Therapeutic Treasure Box
- Socially Speaking
- Time to Talk
- Phonics Hot Listing (Read.Write.Inc.)
- WellComm- A Speech and Language Toolkit for Screening and Intervention
- Black Sheep Press Speech and Language Packages
- Lunch club
- Emotional Literacy Support assistant (ELSA)
- Sensory Circuits
- Lego Club
- Touch Typing
- The Hub area

Some children often require bespoke packages of work and Mrs Yarwood, Mrs Moran and Miss Hope supports the teaching/ support staff in developing these. We may also use advice from outside agencies to support us with this. To support our 'Gold Standard' approach to the inclusive teaching of all children (ordinarily available inclusive provision/ adaptive teaching/ reasonable adjustments) which we ensure we have used before any obvious barriers to learning are addressed. For example, visual timetables, changing the background colours of screens, success criteria's and lists and visual prompts, scribing, employing the use of technology, spell checkers, ACE dictionaries, reading pens, concentration screens and provision for sensory diets. We have developed a 'Resource Hub' which supports the delivery of inclusive teaching within the classroom.

As a Local Authority, there are main changes being made across the board. A new 'experts at hand' model should bring specialist services closer to schools, including: Educational Psychologists, Speech and Language Therapists, Specialist teachers. The intention is earlier advice and intervention rather than waiting for specialist placements or EHCP escalation.

Targeted Support

Designated Senior Mental Health Lead (DSMHL), Mrs Jayne Ashworth, works closely with Mrs Yarwood and Mrs Moran to ensure that children receive appropriate support for their mental health and emotional wellbeing alongside their academic development. Mrs Ashworth also liaises with external professionals and agencies where appropriate and delivers targeted interventions to meet individual needs. At the end of Autumn 1, Mrs Ashworth will retire. Miss Shaw will become our school's ELSA and a new designated mental health lead will be appointed.

The Hub remains as a dedicated area within our school that provides a safe, calm and supportive environment for children who may benefit from additional social, emotional or sensory support. It offers further opportunities for more bespoke adjustments beyond the brain breaks, sensory breaks and provides a more stimulus environment which meets the needs of some of our learner allowing them to achieve and thrive. A range of targeted interventions also take place within this space, supporting children who may find the busy, day-to-day environment of a classroom overwhelming. Mrs Ashworth is based in the Hub, providing a familiar and accessible point of contact for children who need support. We continually review and develop this provision to ensure that it responds to our children's changing needs and makes the best possible use of the limited space available.