



CHEETWOOD COMMUNITY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY AND INFORMATION REPORT

Approved by the Governing Body

A handwritten signature in black ink, appearing to read 'T. Batkin', is written over a horizontal line.

Signed
Chair of Governors
07/10/2020

To be reviewed Autumn Term 2021

SENCO: Miss Tina Batkin
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Judged to be GOOD by Ofsted in March 2018.

*"This is a highly inclusive school, where everyone feels safe, respected and valued.
Pupils enjoy school and are very keen to learn".*

This policy has been created by the Miss Tina Batkin in liaison with the SEN Governor, SLT and staff, with due regard to the input of pupils and parents with SEND.

At Cheetwood Primary School, a significant proportion of pupils require additional support to address one or more barrier to learning. Sometimes, pupils need to be supported for a short period of time to help them overcome a particular transitory difficulty. Other pupils need continuous support throughout their whole time at school.

This school believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which promote high achievement and personal development for each individual. The wide diversity of the school's population is valued as a rich resource, which supports the learning of all. At Cheetwood, we recognise a pupil's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

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1. Legislation and guidance

This policy and the SEND School Offer are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

2. Aims

This SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Ensure that the needs of pupils with SEN are accurately identified and effectively met so that all pupils are able to achieve and develop to meet their potential as individuals and members of the community

Through the application of this policy we aim to:

- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEN
- Make sure that additional support is well targeted, using both in-class support and more targeted personalised interventions

- Use the most appropriate resources to support learning, ensuring that the development of pupils' literacy skills has the highest priority
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEN to ensure that we are providing equality of educational opportunity and value for money.
- Ensure compliance with national SEN policy and the SEND Code of Practice 2014.
- Work closely with the LA and comply with locally agreed policies and procedures.
- Ensure all staff implement the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every pupil including those with SEN.
- Ensure any discrimination or prejudice is eradicated.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements at all levels.
- Work in partnership with parents /carers in supporting their child's education.
- Guide and support all school staff, governors and parents in SEN issues.
- Meet the individual needs of all pupils irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- Provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- Involve each pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy.
- Provide support and advice for all staff working with special educational needs pupils.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Tina Batkin t.batkin@cheetwood.manchester.sch.uk 0161 834 2104

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN governor is Reverend Christine Threlfall

The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher is Barbara Oxton

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Cheetwood adopts a graduated approach to assessing SEN and will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Teachers may employ a range of strategies to support pupils they think are experiencing barriers to learning, for example:

- Working with pupils 1:1 or in small groups
- Planning support from a teaching assistant in class
- Planning specific learning interventions during the school day or out of hours
- Providing additional resources e.g. visual timetable and practical resources
- Arranging support from the school's pastoral team

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected attainment and progress, and the wishes of the parents and, where appropriate, the pupils. We will then determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If the pupil is thought to require something additional that is different from the rest of the class, advice from other agencies or specialist teachers may be sought.

Whilst it is clear that the purpose of identification is to work out what action school needs to take, it is not our purpose to fit a pupil into a category. At Cheetwood, the needs of pupils are identified by considering the whole child, not just her/his special educational needs.

All barriers to learning, which may impact on progress and attainment, will be taken into full consideration. These are not considered SEN, for example:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

During the school year pupils and parents are involved in discussions about attainment and progress during assertive mentoring meetings. Parents of pupils with SEN are also invited to attend a termly child centered review with the SENCO, Class Teacher and other professionals that maybe supporting their child. Views of parents and pupils are gathered using consultation and pupil voice activities.

We will meet with parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Assessment of pupils is ongoing and it informs teaching and learning for all pupils. During termly pupil progress meetings, held between the class teachers and the Headteacher, the attainment and progress of individual pupils is reviewed. This includes the social and emotional aspects of learning as well as the academic areas. At key transition points during the school year parents/carers are provided with the opportunity to attend assertive mentoring meeting with their child's class teacher where they are provided with a detailed report outlining their child's progress, attainment and targets

Most pupils who are judged to require SEN support will then have their needs outlined in an Individual Education Plan (IEP). The class teacher will write this in partnership with parents and the pupil and they will agree and record: what the child finds difficult, what their targets are, what they need to do to achieve them and who will help them to achieve their targets. IEPs are reviewed and evaluated three times a year in the autumn, spring and summer term.

Once a term, time is set aside for each class teacher to meet with the SENCO and discuss all pupils with SEN and any others they have concerns about. During this period the SENCO also meets with all parents of pupils with SEN to conduct a child centred review. Together with the class teacher and the pupil, progress towards personal targets is evaluated and the next steps for learning and support are agreed.

Following these meetings, the SENCO then meets with professionals from other agencies to discuss any pupils that are causing concern. These external agencies such as Speech and Language Therapy, Health and Educational Psychology may offer additional advice on ways to support pupils and the best course of action is agreed. In some cases a termly multi-agency or 'Team Around the Child' meeting may be recommended involving parents/carers, the pupil, classteacher, SENCO and all of the professionals involved with the case. This ensures that a rigorous and child centred cycle of action is put in place to improve outcomes for the child.

If this cycle is not effective in improving outcomes and a pupil's needs are judged to be complex, persistent and beyond the provision that school alone can offer, school may request a statutory assessment from the Local Authority (LA). The LA will then commission and coordinate a multi-agency assessment of the pupil's needs.

Pupils and young people who the statutory assessment team judge to have significant SEN will have an Education, Health and Care Plan (EHC plan). The EHC plan will bring together the views of education, health and social care with parents/carers and outline the strengths, needs and provision required for the child/young person. The EHC plan will be reviewed annually and stay with an individual from age 0-25 years. EHC plans usually involve the LA providing extra funding for the child and may include a recommendation for a move to a more specialist setting. The LA always consults with parents when considering the type of school they would like their child to attend and the school SENCO can offer practical support (including visits to alternative settings) to parents if requested.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to in line with our Data Protection Policy.

At Cheetwood every effort is made to ensure transition times are successfully managed. Pupils will spend time with their new teacher in their new class at the end of every year. The class teachers have transition meetings with the next teacher where SEN pupils will be discussed.

The SENCO will have individual meetings with the SENCOs of high schools to where pupils with SEN are transferring and SEN records are passed to the high schools. Additional visits with a learning mentor can also be arranged to reassure pupils and parents/carers about transition. The SENCO from the high school will always be invited to annual reviews of a child in Y6. Pupils with SEN often participate in enhanced transition activities including extra transition and orientation days at the receiving high school and taking part in sessions to prepare them for the move to high school.

5.5 Support for SEN pupils and their families during the admissions process

Pupils entering the nursery have a home visit and teachers also liaise with any previous setting the child has attended. In addition, school receives information from health visitors that can help to identify the additional support a child and their family may need. If a child is identified as having additional needs the SENCO will coordinate a meeting to ensure that there is an enhanced transition process and that any adaptations in provision or the school environment are identified and put in place. This may include the SENCO conducting additional home visits or observations at other schools or nurseries. We have established protocols in place for managing the transition of pupils with complex needs and examples of good practice have been shared with other settings.

The school also closely observes and assesses pupils in the first half term as there can be pupils that have not previously been identified as having a special need that are in need of additional support. In consultation with parents these pupils are then assessed in more detail by the specialist teachers and professionals employed by school so that interventions and support can be put in place. At this stage school may also seek the involvement of other agencies or outreach support from specialist provision. Admission for pupils joining Cheetwood outside of usual transition points also involves a personal meeting with families and follows the same process.

5.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Communication and Interaction	Cognition and Learning
Early Talk Talk Boost Lego Therapy Visual timetable Talk for writing Narrative Therapy Colourful Semantics Derbyshire Language Programme Social Communication programme Early Language group Specific Language Intervention Speech and language therapy Acquisition of English support (EAL not SEN)	Precision teaching Nesy programme Mr Marvel's Memory Group Hickey Programme Word wasp Launch the Lifeboat Toe by Toe Additional Letters and Sounds Inference training Additional guided reading Looking and Thinking 5 minute phonic box
Social, Emotional and Mental Health	Sensory and Physical
Mentoring by the pastoral team Think room Therapeutic play Anger Management Social Skills Development Emotional Literacy Anti-bullying support groups Confidence and self-esteem building Team building Friendship groups Bereavement counselling Play Therapy Referrals to CAMHS	Hearing Impairment Service support Visual Impairment service support Motor Skills groups Sensory Stories Risk Assessments for individual pupils with medical needs.

5.8a Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, PECS, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8b Adaptations to remote learning provision

During 2019-2020 school closures related to the Covid 19 pandemic SEN pupils and their parents continued to be provided with support in line with the principals outlined in the SEND code of practice. Provision included:

- Weekly calls from the class teacher
- Individual support and regular updates for parents from the school SENCO
- Remote reviews of IEPs
- Teacher led lessons using video platforms such as Zoom
- Providing bespoke learning materials and resources
- Access to advice and learning materials provided by school's speech and language therapist
- SEN pupils receiving play therapy/therapeutic support had weekly phone calls from the head of pastoral care
- Coordinating support from early help and other agencies

In the event of future partial or whole school closures the SENCO, class teachers and supporting staff will continue to ensure that remote learning is adapted to meet individual pupil needs. Ongoing support and advice will also be provided for parents.

5.9 Additional support for learning

There is a highly experienced team of staff at Cheetwood who work together to support pupils with SEN.

- **SENCO:** Tina Batkin, who is also the Deputy Head and a member of the Senior Leadership Team, oversees SEN at Cheetwood.
- **SEN Governor:** Rev Christine Threlfall is the SEN link between school and the governors.
- **Head of Pastoral Care:** Rachel Fisher coordinates pastoral support and delivers a range of interventions including therapeutic play and play therapy.
- **Class teachers:** ensure that tasks are appropriate and accessible for all pupils, plan and deliver high quality teaching for vulnerable learners including those with SEN and provide parents with home learning support
- **Teaching assistants:** run interventions with individuals or groups as needed, support pupils with SEN in accessing the curriculum and run pastoral interventions with individuals or groups as needed.

As part of our support for all children in school we have regular opportunities to consult with support services and health agencies through a multi-agency approach. We also contract in highly trained staff that can offer specialist support to individuals and groups of pupils. These additional professional services include:

- **Speech and Language Therapy:** School is able to make referrals to the NHS speech and language service if there are concerns about a pupil's speech sounds or language and communication. Cheetwood also funds additional speech and language time and Leighann Farrell (speech and language therapist) is in school one day a week to deliver speech and language therapy, for pupils with high level of need. Leighann also completes assessments, writes individual learning plans, provides reports for multi-agency meetings and offers support and training to class teachers and parents.
- **School Nurse Service:** Can advise on any health issues and has access to medical records.

- **Health Visitor Team:** Can offer advice, home visits and targeted support for pupils aged 3-4
- **Sensory Support team:** Provides Cheetwood with Hearing Impairment and Visual Impairment staff to support pupils with sensory loss.
- **Educational Psychologist:** Audrey Johnson assesses pupils to identify SEN and advises how pupils can best be supported.
- **Child and Adolescent Mental Health Service (CAMHS)** School can refer directly to CAMHS if there are concerns over a child's mental health and well-being.
- **Specialist Support schools** The school works closely with specialist teachers from other settings including:

Camberwell Park offers outreach support to school by suggesting strategies and providing resources for pupils with a wide range of SEN.

The Grange offers outreach support for pupils with autism.

Bridgelea offers outreach support for pupils with social, emotional and mental health needs.

The school also accesses outreach support for pupils in our foundation stage from specialist teachers and education psychologists at **Rodney House School**.

- **SENCO Network:** The school is an active member of the SEN professional network and works with leaders from other Manchester schools to ensure that the provision offered meets best practice recommendations.

5.10 Expertise and training of staff

At Cheetwood we recognise the importance of ongoing training and professional development. The SENCO has over five years' experience in the role and has completed post graduate study at MMU in order to gain the nationally recognised leadership qualification for SENCOs (NASENCO). The SENCO is an active participant in the Manchester SENCO professional network and has presented at local meetings and been invited to share practice with colleagues from other schools. The SENCO is a non-teaching deputy headteacher and can allocate a substantive amount of management time to leading SEN provision.

Training has also been provided for teaching and support staff, including: supporting pupils with autism, supporting pupils with sensory processing difficulties, assessing speech and language need, speech and language development, colourful semantics, Early Talk and Talk Boost and using SEN data management software. More bespoke coaching and training is also provided depending on the needs of individual cohorts. The impact of this training was recognised during the school's Ofsted inspection in March 2018:

"Training is helping teachers to adapt tasks and resources to the specific needs of pupils. As a result, these pupils make good progress in their academic learning and personal development."

5.11 Securing equipment and facilities

Provision for pupils on the SEN Register is usually funded from within the school's existing budget. The level of provision for pupils with SEN is agreed upon in SEN reviews and the multi-agency meeting with reference to Manchester's Local Offer and Cheetwood's provision map. Specialist support and assessment is coordinated and monitored by the SENCO. The SENCO negotiates the SEN budget with the headteacher every year and cost centres are agreed for funding additional services e.g. educational psychology, speech and language therapist, specialist teachers etc. The final budget is approved by school governors and the SENCO provides the governing body with an annual report outlining SEN spending, resources and provision provided and the impact on outcomes for SEN learners.

5.12 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Conducting child centered SEN reviews each term
- Reviewing the impact of targeted provision by measuring progress within the relevant assessment systems for the named intervention
- Using pupil questionnaires and voice activities

- Consultation with parents
- Lesson observations including whole class teaching, group interventions and 1:1 targeted support
- Using information from data management systems such as Target Tracker (attainment and progress) and Provision Mapper (IEPs and Targeted Provision)
- Holding annual reviews for pupils with EHC plans
- Evaluating impact of teaching and learning during staff appraisals
- Evaluating the progress towards numerical targets during staff appraisals

5.13 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At Cheetwood equality is one of our core values and ensuring that all pupils have the same opportunities runs through all of our policies and practice. In addition there are a wide range of activities and provisions in place preventing pupils with disabilities being treated less favourably than others, including:

- Inclusion and diversity week activities
- Differentiated activities in physical sessions
- Individual health and support plans for pupils
- Whole school participation in barrier free sport such as goal ball
- Adaptations to ensure pupils are included in educational visits and residential stays
- Celebrating and promoting positive role models including paralympians
- Policies and plans to ensure quality of access and provision – these are monitored and evaluated as part of the school's cycle of school improvement
- Governors with responsibility for equality and inclusion
- Pupil voice and consultation activities

The school has an equality policy and in line with the Equality Duty has published equality objectives which show how the school is working towards achieving the three aims of the Equality Duty. The objectives are reviewed annually and can be found on the equality page of the school website, along with the equality policy.

The school's accessibility policy has been developed fully compliant with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010.

School will:

- Make reasonable adjustments to avoid putting disabled students at a substantial disadvantage
- Provide an accessibility plan for increasing the accessibility of the school for disabled students. The plan is structured to complement and support the school's Equality Objective and is reviewed annually. It can be found on the Equality page of the school website and will be made available upon request to any current parent/carer or prospective parent/carer who requests it. We will also hand this plan to any parent/carer of a disabled child who makes an enquiry about a place for their child at the school.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors paying due regard to their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

5.14 Support for improving emotional and social development

School recognises the importance of providing high quality support so that all learners can make progress in personal, social and emotional areas of learning. Ensuring that teaching and learning supports pupils' development in this area is embedded within quality first teaching and all staff receives training to develop their skill, knowledge and understanding in this area of the curriculum. The school's head of pastoral care is a member of the senior leadership team and has responsibility for promoting personal development, behaviour and welfare.

Pupils that may need additional support are identified during termly pupil progress meetings or can be referred directly to the head of pastoral care.

We provide support for pupils to improve their emotional and social development in the following ways:

- Providing whole class PSHE lessons or offering bespoke lessons relating to cohort specific issues
- Providing target support through interventions such as wise behaviors, anger management, team building and social skills
- Providing individual mentoring and therapy
- Providing a differentiated approach to behavior management and access to an inclusion room for more vulnerable learners
- Providing opportunities for pupil with SEN to take on leadership roles in school such as house captains and sports crew
- We have a zero tolerance approach to bullying

5.15 Working with other agencies

Cheetwood is committed to working with a wide range of multi-agency professionals that support pupils with SEN and their families. **See sections 5.9 and 5.17**

5.16 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. Parents/carers will then be referred to the complaints procedure within the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details of support services for parents of pupils with SEN

Here at Cheetwood we greatly value the contribution that parents/carers make to our school community. The commitment to developing positive partnerships with parents/carers runs through all aspects of school life and is considered to be a strength of the school.

Consultation with parents/carers plays a vital role in ensuring that their views are represented and used to inform school improvement, so every year there is a planned cycle of consultation activities. The school also consults with pupils using a variety of pupil voice activities. Over the past two years this has included a whole school consultation on inclusion and more focused work with parents of pupils with SEN. The views of all pupils, including those with SEN, were also involved in the consultation process. Evaluations on consultations undertaken at Cheetwood are published on the school website.

5.18 Early Help Assessment (EHA)

Early Help is a support service that has been introduced into schools to offer advice and practical help on a wide range of issues ranging from housing, finance, health, education, parenting and emotional wellbeing. School already works with a range of professionals from other agencies such as speech and language, health, housing and other community services, so Early Help is just a way of bringing this together in an individual plan for families.

Early Help helps parents/carers to recognise what's going well, where they may benefit from extra help and who is the best person to work with them and their family to make this happen. The person parents will be working with is often a member of the school staff so it will be someone known to the parent who they will already have a relationship with. Sometimes families ask for specific specialist help, for example with housing issues, and on these occasions a case worker from the Manchester Early Help Team will be asked to join the team.

Some of our families, including parents of pupils with additional needs, have already benefited from the support Early Help can offer and we anticipate that we will be working with even more families in future. If you would like to find out more about Early Help please contact your child's class teacher or Miss Fisher, Mrs Walklett, Miss Batkin or Mrs Gregory.

Further information on Early Help is available in the parents/carers' area of the website.

If your child has a special educational need or disability there are drop in sessions throughout the city where you can get help and advice. For further information call:

The Specialist Resource Team 0161 219 2125

5.19 Contact details for raising concerns

Tina Batkin SENCO t.batkin@cheetwood.manchester.sch.uk

Barbara Oxtan Headteacher admin@cheetwood.manchester.sch.uk

5.20 The local authority local offer

The local authority's local offer is published here: Manchester.gov.uk/sendlocaloffer

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

7. Links with other policies and documents

This policy links to the school's policies on:

- Accessibility plan
- Behaviour
- Anti -Bullying
- Equality information and objectives
- Supporting pupils with medical conditions
- Data Protection