



# **CHEETWOOD COMMUNITY PRIMARY SCHOOL**

## **Special Educational Needs & Disability Information Report**

**Date: January 2026**

**Reviewed: Annually**

**Headteacher: Brian Wilkinson**

**Inclusion Lead/ SENDCo: Clair Walklett**

**Cheetwood Community Primary School**  
**SEND Report – January 2026**

<b>Key Information 2025-2026</b>	
Head teacher	Brian Wilkinson
Inclusion Lead/SEND Coordinator (SENDCo) in school	Clair Walklett
Contact details	Tel: 0161 8342104
SEND Governor	Sarah Narici
Where to access the school's SEND policy	<a href="https://www.cheetwood.manchester.sch.uk/attachments/download.asp?file=41&amp;type=pdf">https://www.cheetwood.manchester.sch.uk/attachments/download.asp?file=41&amp;type=pdf</a>
Where to access the Local Authority's SEND offer	<a href="https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0">https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0</a>
<i>The Local Offer provides information for children &amp; young people with special educational needs (SEND) &amp; their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health &amp; social care.</i>	
Where to access the school's Accessibility Plan	<a href="https://www.cheetwood.manchester.sch.uk/attachments/download.asp?file=3&amp;type=pdf">https://www.cheetwood.manchester.sch.uk/attachments/download.asp?file=3&amp;type=pdf</a>

***Since the introduction of the SEN Code of Practice (2014), the governing bodies of maintained schools must publish information on their websites about the implementation of the governing body's policy for pupils with SEND (Special Educational Needs and Disability). This report will be updated once a year.***

### **1. How we identify if a child needs additional support**

At different times in their school career, a child or young person may have a special educational need. The 2014 Code of Practice defines SEND:

**“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age: or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. The Special Educational Needs and Disabilities Coordinator (SENDCo) will support with the identification of barriers to learning. We have a range of assessment tools available, and choose the most suitable for your child.

There are various reasons why children require additional support: They may have been absent from school, they may have attended different schools and not had a consistent opportunity to learn, they may be worried about different things that distract them from learning they may be new to the country and the English language. This does not mean that all vulnerable learners have SEND – for example, having English as an additional language does not mean that a child has SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

At Cheetwood Community Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene.

**2.What kinds of needs can be supported at our school?**

Children with a range of special educational needs are supported at our school and we strive to ensure that every child makes progress and is prepared for their next stage of learning. Children who are identified with Special educational needs will be placed in one or more of the areas of need. If we feel we cannot meet your child’s special educational needs, we will tell you. Our view will be supported by information from professionals outside the school. Please understand that your child’s well-being and education are our first priority. If we say we cannot meet your child’s needs it is because as a school, we are not able to provide specialist provision. However, we will work with you and support you to identify or access a more appropriate provision.

Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
Cognition and learning	Support for learning difficulties or specific learning difficulties maybe required when children and young people learn at a slower pace than their peers, even with appropriate differentiation, high quality teaching and a graduated approach
Social emotional and mental health.	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying disruptive behaviour
Sensory and/ or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habituation support.

Occasionally we will request for input from other professionals. We may need to recruit additional staff or buy specialist equipment in order to meet the child's needs. In a situation where one of our children requires a more specialist provision and does not have an Educational Health Care Plan (EHCP), we will advise accordingly, however as a school we do not have the power to make this decision. It would be a decision made by parents, the child or young person and with advice from external professionals, usually by applying for a statutory assessment.

### **3. How we consult with parents and children to involve them in their education**

At Cheetwood we ensure that assessment and provision for educational needs directly involves the learner and their parents/carers at all stages of the process. If there is ever a concern that a child may have special educational needs, the class teacher will first raise their concerns with the parents/carers, to gain their views and insight into the child's needs and to see if the concern is shared by the parents/carers.

When a child is identified as having SEND, the teacher (with support from the SENDCo) will create an Individual Support Plan to specify the learning that the child requires that is additional to, or different from, those of a typical child of their age. The Support Plan will have targets that are made with the child and a meeting held with the parents to discuss the plan and make any amendments so that the child, parents/carers and teachers are confident the provision meets the child's needs. The Individual Support Plans are reviewed with the child and parents termly to discuss how they feel they have made progress, what has gone well or may need to be changed. This is followed by the creation of a new Individual Support Plan. The Individual Support Plans will be reviewed more frequently in cases where the child's progress indicates that the plan or targets have been achieved and are no longer suitable.

Children with SEND are consulted through pupil voice, mentoring and child centred approaches to reviews of Individual Support Plans and EHCPs. Should a child have higher needs, we may involve specialist agencies to work in partnership with the school, such as Speech & Language, Educational Psychology or the Child and Adolescent Mental Health Service (CAMHS). Prior to this involvement, parents and children will contribute to the information on the referral. We have a Speech and Language Therapist in school once a fortnight to work with children and staff to ensure the provision meets their needs.

All involvement with specialist agencies works closely with parents/carers and the child. Where applicable, both the SENDCo and pastoral support work alongside families and third parties, such as social services or healthcare to ensure a holistic approach to supporting pupils' needs.

### **4. How we communicate and work in partnership with parents of children with SEND**

We work closely with all parents to ensure that all pupils make progress and achieve their potential. Working in partnership with parents and carers of children with SEND is central to our approach.

- We communicate regularly and informally with parents through face-to-face meetings or virtual meetings (e.g. Google Meet / Microsoft Teams), telephone calls, letters, and informal conversations at the beginning and/or end of the school day, as and when needed.
- Parents and carers are encouraged to raise concerns at the earliest opportunity and can arrange meetings with the class teacher and/or SENDCo if they would like a longer discussion about their child's needs or progress.
- We follow a graduated response to identifying and supporting pupils with SEND, using the Assess – Plan – Do - Review cycle. Parents are actively involved throughout this process,

including the identification of needs, agreement of desired outcomes, and regular review of progress.

- We hold meetings with parents to discuss their child's needs and to agree the desired outcomes that will be worked towards by everyone involved.
- Parents are provided with a copy of the agreed outcomes for their child, along with details of the strategies, reasonable adjustments, and interventions in place to support them.
- We issue annual school reports to parents in the summer term, outlining pupils' progress and attainment.
- For pupils with an Education, Health and Care Plan (EHCP), we hold an Annual Review to review progress towards outcomes and plan next steps, with parents fully involved.
- Handover meetings take place between class teachers when pupils move to a new class to ensure continuity of support. Parents are informed of key transition arrangements where appropriate.
- We provide additional opportunities for parental engagement, such as SEND coffee mornings or workshops, offering information, advice, and opportunities for discussion.
- Where appropriate, we may host parent/carer information or 'marketplace' events, inviting external agencies into school to provide advice, guidance, and signposting to further support.
- Parents are signposted to relevant local authority services and the Local Offer to support them in accessing further advice and information.

#### **5. How we enable children with SEND to make decisions about their education**

All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through

- Verbal/ visual feedback
- Pupil voice
- Evaluations
- Annual review child questionnaire-may be adapted.
- Involving children in parents meetings
- Feedback in workbooks.
- Target setting / Pupil conferencing discussions

#### **Children with SEN support**

Children with SEND Support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become better prepared for adulthood. These outcomes are decided with pupils and with parents during meetings and discussions. The outcomes and the additional support needed to help the children achieve them are recorded termly as a plan on our school provision map. A date for reviewing the success of these plans will be set and should happen at least termly. Please make sure that you come to any meetings as this is the best way we can work together with you. If you need help to get to the meeting, or you need someone to help you (e.g. a translator) then we can try to arrange that too if you give us some notice.

#### **Children with an EHC plan**

In addition to termly review meetings we also hold an Annual Review Meeting. We work with the parents and children to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the children's views in this meeting in as appropriate a way as possible through completing Child View forms, inviting children to the review meeting and/or sharing their views and workbooks. Staff work with children and parents to gather

the up to date views. These views are presented to the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults' involved and important information about their happiness and aims in life. Children can attend the whole of the Annual Review meeting if they wish - or just state their views.

## **6. How we support pupils when moving into a new year group or phase of education**

We understand that changes can sometimes feel worrying for children and families, especially for pupils with SEND. We work closely with parents and carers to plan transitions carefully and make them as positive and successful as possible.

- Moving to a new class is talked through with parents and children during the summer term review meeting. Where helpful, we put together a personal transition plan based on the individual needs of the child.
- We make sure that pupil progress information is shared so that new teachers understand what your child can do, what helps them learn best, and how they are supported.
- Important information about your child's needs and the strategies that work well is shared with the new class teacher in advance. In most cases, teachers meet to discuss this, and the SENDCo may also be involved.
- Children are supported to get to know their new classroom, teacher, and routines. This may include extra visits, time to explore the classroom, or gentle transition activities if needed.
- For children with an Education, Health and Care Plan (EHCP), planning for the move to secondary school usually begins in Year 5, so there is plenty of time to prepare.
- In Year 6, some children are offered small group transition support, led by our pastoral care staff, to help build confidence, independence, and readiness for secondary school.

We keep parents informed throughout the transition process and encourage families to share any worries or questions so that support can be adapted to meet each child's needs.

### **How we help children with transition to another school or moving between phases of education**

Transition is a part of life for all learners. This may include moving to a new class within school, having a new teacher, or moving on to another school, training provider, or into employment. At Cheetwood Community Primary School, we are committed to working in partnership with pupils, families, and other providers to ensure that transitions are carefully planned and as positive as possible. Planning for transition forms an integral part of our provision for all pupils with SEND.

Whenever a child moves to another school, we ensure that school records are transferred securely to the receiving school, with confirmation of receipt.

For pupils with SEND, we also:

- Transfer SEND records securely to the new school, including SEND support plans and/or Education, Health and Care Plans (EHCPs).
- Liaise with the SENDCo and/or relevant staff at the receiving school to share key information about the pupil's needs, strengths, and effective support strategies.
- Where appropriate, organise additional transition visits, enhanced transition activities, or extended transition days, beyond those offered to all pupils, to help pupils become familiar with the new setting, routines, and staff.

- Provide small group transition support for Year 6 pupils moving to secondary school, delivered by the school's Head of Pastoral Care , to support emotional readiness, independence, and confidence.
- Hold early Annual Reviews, where appropriate, to support timely transition planning.
- Invite representatives from the receiving school to attend the final Annual Review for pupils with an EHCP, where a transition plan can be agreed as part of the review process.

Transition support is tailored to individual need and may include strategies to support emotional wellbeing, self-regulation, and the development of independence skills.

### **How we prepare pupils with SEND for adulthood**

Although Cheetwood Community Primary School is a primary setting, we recognise the importance of preparing pupils with SEND for adulthood from an early age. Support for pupils with SEND focuses on developing independence, communication skills, emotional wellbeing, resilience, and confidence. These skills help pupils to prepare for the next stage of education and for life beyond school.

Transition planning supports pupils to develop the skills and confidence they need to manage change successfully and to move forward positively to their next stage of education.

## **7. How we make adaptations to support children with SEND**

We believe that the best approach for all learners is first quality, targeted teaching in a nurturing environment where all children and adults respect each other's right to equality and education. Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Teachers plan activities and use strategies in regards to the specific needs of all groups of children in their class.

- Differentiating our curriculum to ensure all pupils can 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 and iPads, visual timetables, larger font, etc.
- Differentiating our teaching and making reasonable adjustments, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Strategies and targets agreed by professionals to be implemented in class as part of first quality teaching.
- Environmental checklists to be completed annually.
- Opportunity for sensory breaks.
- Visual timetables.
- Work stations and spaces for small group or 1-1 work.
- Clear start and finishes in tasks and activities, using now and next boards.
- Graduated approach-assess, plan, do review.
- Positive behaviour reward systems
- Nurture room activities, such as social group work, mentoring and buddying to support.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on individual learning needs, and is put into place to overcome barriers which may prevent learning taking place. Children with EHCPs may have bespoke curriculums, depending on their individual needs. An ever-changing provision map is kept and evolved as our learners and their needs change.

We use a range of additional interventions to support children with SEND. These are carefully chosen to meet individual needs and are reviewed regularly to make sure they are helping children to make progress.

Examples of interventions we may use include:

- **Speech and language support** in EYFS and KS1 using I CAN communication resources such as *WellComm*, *Communication Cookbook*, *Early Talk*, and *Talk Boost*. These programmes help identify and develop children's speech, language, and communication skills at an early stage.
- **Nessy Reading and Spelling**, an online programme that supports reading, spelling, and literacy development. Although originally developed for children with dyslexia, it is beneficial for many children who need extra support with literacy.
- **Word Wasp and Word Hornet**, one-to-one literacy interventions that support children with specific reading and spelling difficulties, including dyslexic-type needs.
- **Phonics interventions**, delivered in small groups or one-to-one, to help children develop early reading and writing skills where additional support is needed.
- **Memory groups**, which support children who experience difficulties with working memory, attention, and following instructions. These groups help children develop strategies to support learning across the curriculum.
- **Social communication groups** across KS1 and KS2, supporting children to develop social interaction skills, communication, and confidence. These groups particularly benefit children with autism or social communication needs.
- **Rays of Sunshine**, a PSHE-based early years intervention that supports children's emotional development, wellbeing, and social skills through structured, age-appropriate activities.
- **Pastoral and nurture-based interventions**, including therapeutic play approaches, led by our Head of Pastoral Care. These focus on building self-confidence, self-esteem, emotional resilience, and positive relationships.
- **Targeted language interventions** such as Colourful Semantics and Blank Level Questioning to support children's understanding of language, sentence structure, and comprehension, particularly for pupils with speech, language, and communication needs.

All interventions are matched to individual needs, monitored closely, and adapted where necessary. Parents and carers are kept informed about the support their child receives and the progress they are making.

## **8. How we will assess and review pupils with SEND progress towards outcomes**

In the creation of a child's Individual Support Plan and provision for their needs, we use the 'graduated response' in accordance with the 2014 SEND code of practice to assess and review the progress of pupils with SEND. It is a cycle of 4 stages:

1. **Assess:** we assess the child's progress against current targets. We assess using a variety of tools based on the learners needs, including teacher observation, the national curriculum, Development matters, Goodman's Strength and Difficulties Questionnaire and the Boxall profile. We may also involve specialist agencies.
2. **Plan:** we use the information from the assess phase to plan what the child's targets are and what provision needs to be in place for them to achieve it. Advice from specialist agencies is used if they have been involved.
3. **Do:** This is the phase where the interventions and provision is put in place to achieve the new targets. This is the longest of the 4 stages.
4. **Review:** In this stage we look at how the interventions and provision has worked for the child – what has gone well and what might need changing. After the review stage, the cycle

repeats. This ensures that our provision changes in accordance with the child's progress and changing needs.

### **9. How we evaluate the effectiveness of the provision made for pupils with SEND**

At Cheetwood monitoring progress is an integral part of teaching and leadership. We follow the 'graduated response' model to ensure the correct provision is in place to meet a child's needs. Pupil progress meetings take place every term. Most interventions run for 6-12 weeks which means that we maintain a fluidity of pupils entering and exiting interventions. Our aim is to provide the majority of pupils with short interventions that have a high impact at the right time so they can continue to work at the required level within their class groups. Some pupils need longer term interventions to support learning. The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We also take part in local moderation groups, so we can ensure that our judgements stand up to scrutiny. Our school data is also monitored by the Local Authority and Ofsted. If a learner has an Education Health and Care Plan (EHCP), the same termly review conversations take place, but the EHC plan will also be formally reviewed annually. The SENDCo reports to the governors on a termly basis.

### **10. How we train our staff who provide support to pupils with SEND & the existing expertise they have**

We believe that high-quality teaching for all pupils is the foundation of effective SEND support. Teaching and learning are regularly monitored to ensure that pupils with SEND are supported well in the classroom and through additional interventions.

Staff receive ongoing training and updates related to SEND so that they can meet the needs of the pupils they work with. This includes both whole-school training and more specialised support where needed.

- Where specific needs are identified, staff may attend external training, for example in areas such as autism, speech and language development, and mental health and emotional wellbeing.
- We work closely with specialist services and external professionals to develop staff understanding and ensure strategies used in school reflect current best practice.
- We recognise and value the skills and experience of staff within our school. Where a particular strength or area of expertise is identified, we provide in-house training to share good practice across the staff team.
- Training is carefully planned and tailored to the needs of the pupils, the school's SEND profile, and staff professional development priorities.
- Some staff have received specialist autism training through Rodney House, focusing on practical strategies that can be implemented in the classroom to support pupils with autism.

This approach ensures that staff feel confident and well-supported, and that pupils with SEND benefit from knowledgeable, skilled adults who understand their needs.

### **11. How we encourage and enable pupils with SEND to engage with activities available to pupils with no SEND requirement**

At Cheetwood Community Primary School, we believe that all pupils should have the same opportunities to take part in school life, including clubs, enrichment activities, and leadership roles. We are committed to making sure that pupils with SEND can fully access activities alongside their peers wherever possible.

- We make reasonable adjustments to enable pupils with SEND or disabilities to take part in extra-curricular activities. Parents and carers are encouraged to contact the school office to discuss any specific requirements so that appropriate support can be planned in advance.
- We offer a range of clubs, activities, and pupil roles throughout the year. During 2025–2026, these include sports clubs, Sports Crew, School Council, librarians and Peer Mediators.
- All staff are familiar with the school’s Equality Policy, which is reviewed annually, and with the Equality Act 2010. This ensures that pupils are not discriminated against and that reasonable adjustments are made to support participation and inclusion.
- The Equality Act recognises that some pupils have physical or mental impairments or long-term health conditions that may affect daily activities. These may include conditions such as asthma, diabetes, epilepsy, or cancer. While not all children with these conditions have SEND, there can be overlap, and we consider the needs of each child individually.
- We ensure that pupils with SEND and/or disabilities have access to all appropriate extracurricular and enrichment opportunities, and we adapt activities where necessary so that pupils can take part safely and confidently.
- Our school has an Accessibility Policy, which is reviewed annually. Both school buildings are accessible to wheelchair users and pupils with mobility needs, and disabled toilet facilities are available in both buildings.
- Where required, we work closely with external services such as Manchester Sensory Support Service, Lancasterian Outreach and Inclusion Service, and physiotherapy teams to support pupils with sensory or physical needs and to ensure full access to the curriculum and wider school life.

We aim to create an inclusive environment where all pupils feel welcome, valued, and able to participate fully in the life of the school.

## **12. Complaints or Concerns about SEND Provision**

If parents or carers have concerns about their child’s special educational needs or the provision being made, they are encouraged to speak in the first instance to their child’s class teacher or the SENDCo. We value open and honest communication and aim to resolve concerns quickly and collaboratively.

If concerns are not resolved, parents and carers can follow the school’s complaints procedure, which is available on the school website or from the school office. Support and advice is also available through the local authority SEND Information, Advice and Support Service (SENDIASS).