



St Chad's C.E. Primary School
SEN Information Report
January 2026

<i>Your Details</i>	
School Name and Address	St Chad's CE Primary School Gladstone Street Winsford CW7 4AT
Telephone Number	01606 663683
Website Address	www.stchadsce.cheshire.sch.uk
Age range within your school	4-11

Legislative Context

Schedule 1 Regulation 51 of the SEND Regulations 2014
SEN Code of Practice 2015
Equalities Act 2010
Children and Families Act 2014

Name and contact details of the school SENCo:

SENDCO: Mrs Clare Hunter

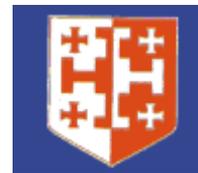
SEN Governor: Mrs Becky Regan

Contact: 01606 663683

Email: senco@stchadsce.cheshire.sch.uk

Admissions

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with diagnosis of SEN and those without.



Introduction

Welcome to our SEND Information Report. This information is updated annually. At St Chad's CE Primary School, we welcome everybody into our community. The staff, Governors and parents work together to make our school a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school. We provide a learning environment that enables all pupils to achieve their potential in a caring, supportive and inclusive environment.

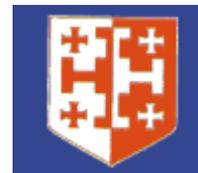
1. What kind of special educational needs do St Chad's make provision for?

We have provision for children who can be accommodated effectively within a mainstream primary school with the four areas of need identified within the code

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

2. How do you identify children with SEN and assess their needs?

Some children start at the school with special educational needs already identified. In this instance an Action for Inclusion meeting (involving parents, nursery and school) would take place where information about need could be shared. Observations and assessments of pupils are ongoing. Formal assessments take place twice a year and results are analysed by teachers and senior management. Inputting assessment results onto mapping attainment grids show if a pupil is working at an age appropriate level, needs short term booster intervention or a more sustained SEND intervention. In some instances, advice will be sought from an outside agency in how best to support a pupil.



3. How will I be able to raise any concerns I may have and who do I contact in the first instance?

In the first instance parents would speak to the class teacher, where appropriate agreed interventions would be put in place to achieve the desired outcomes. Following this, the class teacher will share the concerns with the SENCo and a further meeting can be arranged to discuss ongoing support/intervention.

3. How will school staff support my child?

What are the school's approaches to differentiation and how do you provide Inclusion?

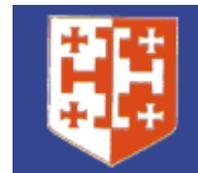
Class teachers prioritise inclusive practice through high-quality, differentiated teaching in the mainstream classroom. Learning is adapted to meet individual needs, and pupils work in groups, pairs or independently, depending on the task and their learning style. Classrooms are designed to be Autism- and Dyslexia-friendly to ensure all learners can access the curriculum.

When additional support is needed, teachers work closely with the SENCo and parents to identify the area of need and develop a personalised Learning Passport. Targeted support may include TA involvement or short-term individual programmes. Provision Maps are reviewed termly to ensure support is carefully matched to pupil needs.

Inclusion is embedded throughout the school day. Adjustments are made within lessons, and pupils are supported to socialise and participate fully with their peers, with adult facilitation when required. Governors are kept informed of SEND provision and ensure that appropriate support is in place for all pupils with SEND.

How will this help my child or young person?

These approaches help a child to learn by ensuring they can access the curriculum in ways that suit their individual needs. High-quality, differentiated teaching allows tasks to be broken down, explained or presented in the most effective way for each learner, reducing barriers and increasing confidence.



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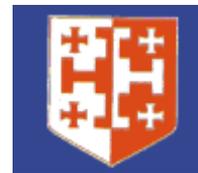
These approaches help a child to learn by ensuring they can access the curriculum in ways that suit their individual needs. High-quality, differentiated teaching allows tasks to be broken down, explained or presented in the most effective way for each learner, reducing barriers and increasing confidence. Autism- and Dyslexia-friendly classrooms create predictable, well-structured environments that help children focus and feel secure. Personalised Learning Passports ensure teachers understand each child's strengths, needs and preferred strategies, while targeted support from a TA or short-term intervention boosts specific areas without removing the child from their classroom unnecessarily. Social support helps children build positive peer relationships, which improves their wellbeing and engagement in learning. Together, these strategies create an inclusive environment where every pupil can participate, make progress and feel valued.

4. How will the curriculum be matched to my child's needs?

Teachers adapt the curriculum so every child can access learning in the mainstream classroom. Work is differentiated to match individual levels, with visual, practical and scaffolded support provided where needed. A child-centred approach ensures that different learning styles are catered for, and children's interests are used to help engage and motivate them. Ongoing assessment allows teachers to pitch learning at the right level and provide appropriate challenge so that all pupils can experience success, whatever their starting point.

5a) How will both you and I know how my child is doing and how will you help me to support my child's learning?

We recognise how important it is to work in partnership with parents/carers and we value your support. A review of the targets set on your child's Learning Passport will be discussed termly with parents and pupils. Parents of SEND pupils are offered a longer meeting than the usual parent / teacher meeting or an additional review meeting. If further discussions about progress are requested we have an open door policy in school and class teachers will try and speak to you after school on the day of the request. The SENDCO, Mrs Hunter, will also try and be available to meet you as soon as possible.



Throughout the term, parents/carers are kept well informed of what is happening in school. All children are set targets for Reading, Writing and Mathematics and these will be shared with you so that you know how to support at home. Children on the SEND register may have other targets for example speech and language, behaviour, life skills or social skills. The children will know these targets and you will have termly meetings to discuss and review them.

If teaching staff are absent the class will be covered by a member of the teaching staff or a supply teacher. If a member of staff leaves a supply teacher will be allocated to the class until a permanent member of staff can be secured.

5b) What support will there be for my child's overall well-being?

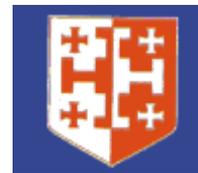
What is the pastoral, medical, social and emotional support available at St Chad's school for children with SEND?

At St Chad's we focus on the whole child. Pupil voice is very important to us; we regularly consult with our children about their life in school and involve them in making decisions about their education. We listen carefully to our children and we plan strategies together with them where they have any issues or worries.

All class teachers are supportive of your child's social and emotional wellbeing. There are a range of systems in place to support children's social and emotional skills. Some children are referred to our ELSA for Emotional Literacy Support, we have a trained Emotional Literacy Support Assistant who runs sessions which focuses on raising self-esteem and confidence where required.

Some children are referred to Art Therapy, which they can access in school on a weekly basis. Some children are referred to the Mental Health Support Services for support in managing issues such as anxiety. The mental health of our children is at the heart of what we do. Once a child is emotionally and socially well rounded then this heavily compliments the academic side of school life. In addition to the academics, ELSA is designed to let all children flourish whether it is as a team player, problem solver or a cheerleader for a friend. Our Senior Leadership Team and SENDCO ensure medical needs are well supported for children with SEND as well.

School offer a lunchtime Nurture group for children who prefer to access some quiet space. We have trained Playground Buddies to support children on the playground who need extra help developing relationships and playing cooperatively for example.



What support is in place for administering medicine?

We have clear policies on the administration of medicines and Mrs Lewis in the office leads this. If your child needs to take medicines regularly within school time, we can support you- just pop in and speak to our admin team. Where needed a care plan will be created and parents of pupils who require regular medication will need to speak to a member of the Senior Management team. We also have the facilities and experience to manage children with personal care issues and Mrs Hunter will be happy to discuss these with you where needed.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Please see our school behaviour Policy for detailed information about our behaviour systems. We follow a positive behaviour system used in school, where children and staff follow 3 rules -

The school has 3 simple rules which can be applied to a variety of situations and are taught and modelled explicitly.

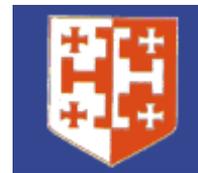
Be Ready: Children are supported to be ready to learn and behave at all times.

Be Respectful: Children are supported to show respect to themselves and others at all times.

Be Safe: Children are supported to keep themselves and others safe at all times.

We celebrate children's achievements through -

- Immediate verbal feedback to recognise and reinforce positive behaviour.
- Dojo awards
- Class teacher notes or stickers given to reward good behaviour.
- Staff recommendations for headteacher awards.
- At the end of every term, the house with the most points receive a reward.
- Celebration Worship is held weekly. Teachers will choose children to receive certificates and the headteacher will hand out the awards given for 'above and beyond'. Children will be featured on the newsletter.
- Head Teacher stickers for children's work and a feature on Facebook.



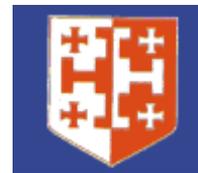
We will work closely with parents/carers where there are attendance or behaviour issues. Exclusion is always used as a very last resort and is avoided wherever possible.

How will my child be able to contribute his or her views?

The Local Authority has produced a number of different forms for pupils to be able to contribute their views at each Annual Review. These are in the simplest form for the younger pupils which can be used with pictures/symbols to a more detailed format for the older pupils e.g. All about me (Age 0+) Look at me (Age 4+), Look at me now (Age 6+) Young Person's Views (Age 11+). All are available on the CWAC Local Offer page. Within the SEND Pupil Profile document there is a section for Pupil Views. Whenever possible your child will be asked to contribute his/her views at the termly review meeting.

6. What specialism services, experience, training and support are available at or accessed by the school?

- All of the school staff in school have had training in Dyslexia Friendly classrooms and teaching pupils with Autism. All staff have completed SMART Target Training, to ensure they can set clear and realistic targets for all children.
- Our SENDCO, Mrs Hunter, has had previous experience working with children with ASC, ADHD and behaviour difficulties. She has the National Senco Qualification. She has trained as a Mental Health First Aider, and has trained to support children in ASC and ADHD. Mrs Hunter works closely with staff to ensure that support is tailored to meet the needs of all individuals. She is also able to access a range of outside agencies where more specialised support is required.
- We have two level 3 trained Teaching Assistants, Mrs Ellis and Mrs O'Donnell and Miss Birch, who are qualified to deliver ELSA (Emotional Literacy Support) to children who are experiencing emotional difficulties. We also work with a range of outside agencies to ensure the best outcomes for children.
- We work with our local Early help Advisors to support individual parents with various parenting needs. Early Help Advisors can also help support families with issues such as housing or debt by sign-posting to relevant agencies.



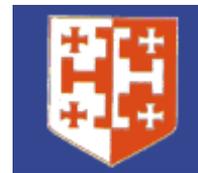
- We have Teaching Assistants who are well experienced in supporting children with SEND. Some of our Teaching Assistants have previously worked in Resourced Provisions for Behaviour and are highly skilled in this area. They are able to disseminate these skills to others.
- We have a trained Speech and Language Teaching Assistant, Mrs Worrall, who works with our children with speech and language difficulties. We also work with the Speech and Language services which means that your children can be seen by a therapist in school when required. They provide training so that our Teaching Assistants are highly skilled in delivering programmes. We also have a Teaching Assistant who has an ELKLAN qualification which means that she is highly trained in Speech and Language Therapy. We can also access training from The Autism Team and Educational Psychologist where needed.
- We invite outside agencies and professionals to meet with staff and provide training when required.

7. How will my child be included in activities outside the classroom including school trips?

The school actively ensures that all measures are taken to include all pupils in all activities both within the school setting and outside of the classroom including school trips. Support is also offered to children with additional needs, where required, to enable them to participate in after school clubs.

Barriers are removed for children as far as possible, for example if a child has difficulty walking somewhere then a pushchair may be used or they may be driven to the venue. Where children have specific needs parents will always be consulted.

For some children it may not be possible for them to stay overnight on a residential trip (for example if they are very anxious) but we would arrange for them to attend the days and evenings where possible so that they did not miss out from important experiences with their peers.



8. How accessible is the school environment?

The building has been improved so that it is more accessible for children with disabilities and meets the requirements for children with Visual impairments.

There is access to the front office through automatic doors however there are sets of steps in school which means that presently wheelchair users could not easily access the school hall. This is currently being examined to see if we can make further improvements.

We do have a disabled toilet with a changing table. We consult with external agencies regarding making adaptations to the environment for specific needs.

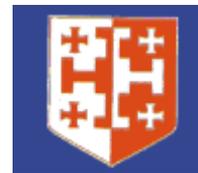
We have a quiet room so that children will have a quiet space to relax. We have recently developed a family room so that parents/carers can meet with staff in a more relaxed environment.

9. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

At St. Chad's CE Primary School, we appreciate that transition can be a worrying time for both children and their parents/carers. We aim to do everything possible to minimise those worries and ensure that the next setting is well informed about your child and the type of support that they may need.

Transition sessions over and above those for children in the mainstream are arranged for children with SEND to gain confidence and a greater awareness of the setting they are moving into or going to. Parents are encouraged to be involved at all stages and are encouraged to attend transition meetings for parents. We complete Action for Inclusion plans to address any needs that need to be met in the new setting.

Your child will be supported in his or her visit to the next setting. A transition package will be undertaken in school to help support both you and your child over the summer holidays with photographs of key staff and areas within the new setting. Additional transition visits are arranged to the new setting.



10. Provide examples of interventions, equipment, resources that schools may allocate to match children's people's special educational needs?

Support is personalised and targeted. Differentiated resources are provided to enable SEND children to be as independent as possible. Some examples of this i Specialist seating for individual pupils

Cognitive Interventions

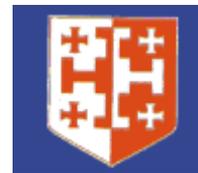
- **Small-group phonics programmes** (e.g. additional Floppy's phonics sessions, precision teaching)
- **Reading/fluency interventions** (guided reading, repeated reading, inference groups)
- **Maths interventions** (Number Stacks, pre-teaching, overlearning key skills)
- **Targeted writing support** (handwriting programmes, sentence scaffolds, writing frames)
- **Memory and processing support** (memory games, sequencing activities, retrieval practice)
- Additional resources, such as - Specialist seating for individual pupils, Laptops, Writing slopes, Overlays/Coloured paper, Large font texts, Pencil grips.

Social, Emotional and Mental Health (SEMH) Interventions

- **ELSA sessions** (Emotional Literacy Support Assistant)
- **Nurture group**
- **Lego therapy or structured social skills groups**
- **Friendship groups and turn-taking activities**
- **Zones of Regulation**
- **Mentoring or check-in sessions**
- **Mental Health Team Support**

Communication and Interaction Interventions

- **Speech and language programmes** (delivered in collaboration with SALT)
- **Language enrichment activities**
- **Social communication groups**
- **Visual timetables and Now/Next boards**



Physical, Sensory and Motor Interventions

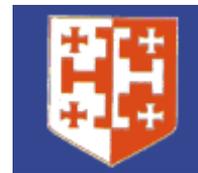
- **Fine motor programmes** (dough disco, threading, cutting practice)
- **Gross motor interventions** (sensory circuits, balance and coordination activities)
- **Handwriting and grip-strengthening routines**
- **Movement breaks or sensory breaks**
- **Referral to Occupational Therapy where needed**
- **Use of resources including fidget toys, ear defenders, wobble cushions,**

All adults working with a child communicate regularly to ensure a consistent and effective approach.

11. How is the decision made about what type and how much support my child will receive?

Decisions about support are based on a graduated approach. Teachers regularly assess your child's progress and identify any additional needs. The class teacher and SENDCO then review assessment information, observations and parental views to decide what support will be most effective. We always begin with high-quality, inclusive classroom teaching and adapt this as needed. If further help is required, we may provide small-group or individual interventions, additional resources or support from a teaching assistant. The impact of support is monitored regularly, and provision is adjusted to ensure it meets your child's needs. For children who need a higher level of support, the school may request additional funding or consider a statutory assessment for an Education, Health and Care Plan. Throughout this process, parents are fully involved and informed.

The school works closely with a wide range of professionals—including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Paediatricians, Physiotherapists, Social Workers and voluntary sector organisations. When needed, these professionals visit school to assess the child and provide advice. Their recommendations are used to update the child's targets and support plan. We are committed to this multi-agency approach so that every child receives coordinated, effective support that leads to the best possible outcomes.



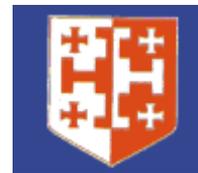
12. How are parents involved in the school? How can I be involved?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCO is also available to attend meetings with parents. Appointments can be made through the school office for this.
- We regularly offer meetings/sessions about how you can support your child at home.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets and/or behaviour targets will be reviewed with your involvement every term.
- We have regular celebration assemblies which you are welcome to join in with and teachers are always happy to have parent helpers.

13. Who can I contact for further information?

If I am considering whether my child should join St Chad's CE School - Mrs Fiona Davis, the Acting Head teacher of St Chad's School will be happy to meet with you to arrange a tour of the school and discuss your child's need. If your child has an Education Health and Care plan you may need to contact the SEND Team within the Local Authority.

If I am worried, I can contact - Firstly, the class teacher, then Mrs Hunter, school SENDCO, then Mrs Davis, Acting Head Teacher. If independent support is required you can call the information and advice support service on 0300 1237001 or through the CWAC Local Offer.



There are a range of outside agencies/ parent support groups who can provide valuable support and advice. Please speak to Fiona Davis or Clare Hunter for more information.

Parent Partnership have now evolved into Information, Advice and Support (IAS) services. They can provide advice and support for disabled children, young people and those with SEN, and their parents. For further information, advice or support on matters of Special Educational Needs you can contact Cheshire West and Chester Information, Advice and Support services at:-

The Council Offices, 4 Civic Way, Ellesmere Port. CH65 0BE

Tel: 0300 123 7001

<https://livewell.cheshirewestandchester.gov.uk/Categories/3948>

E-mail: iasservice@cheshirewestandchester.gov.uk

14. What is the complaints process?

Please see our Complaints Policy.

If you have any complaints regarding how your child is being supported, please speak to the class teacher. Following this please if you feel further support is needed, please contact the SENDCO or the Head Teacher. If you feel that the situation is not resolved, please contact our SEND governor via the school office.

Cheshire West and Chester's local offer can be viewed online at:

<https://livewell.cheshirewestandchester.gov.uk/Categories/3948>