



SEN Information Report

Special Educational Needs (SEN) Information Report

What types of SEN does the school provide for?

Our school provides for students with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Severe learning difficulties
	Attention deficit hyperactivity disorder (ADHD)
Sensory and/or physical	Attention deficit disorder (ADD)
	Hearing impairments
	Sensory processing difficulties
	Mild-moderate physical and motor difficulties

Which staff will support my child?

Our special educational needs co-ordinator, or SENCO, is Chantelle Morgan.

Her contact details are chantellemorgan@esland.co.uk.

Our school is committed to helping every child learn and succeed. I am the school SENCO and have worked in education for almost 20 years. I am a qualified teacher and an early reading and literacy specialist. I have worked in primary, secondary and specialist schools, which helps me understand a wide range of needs.

I work with families, carers, teachers and other professionals to make sure the right support is put in place. If you would like to talk about your child's needs or have any questions, please contact the school administrator and ask for the SENCO or email directly.

Teachers & Support Staff

All teachers take part in ongoing SEN training and work closely with the SENCo, ensuring they understand each student's individual needs and can provide the appropriate support in the classroom.

Assistant Psychologist

Role of the AP



External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

How will the school measure my child's progress?

When a child enters Esland Daven School, an individual learning plan is created following their EHCP.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

How will I be involved in decisions made about my child's education?

We will provide termly reports and EHCP annual review on your child's progress.

Your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes

- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations, so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff and communicated with you.

If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing,etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school adapt its teaching for my child?

At Esland Daven School, we offer a broad and balanced curriculum based on the National Curriculum programmes of study. However, we also plan and make adaptations from the programme to meet our students' individual needs.

At Esland Daven School, we celebrate the power of making mistakes. We see mistakes not as setbacks, but as essential steps in the learning journey. Each mistake gives students the opportunity to reflect, gain new insights and deepen their understanding of both the subjects they study and the world around them.

Our aim is for all students to leave our school with renewed confidence, social skills and academic qualifications that will help them lead independent and fulfilling lives as adults.

Please see Esland's Accessibility Policy [AccessibilityPolicy](#)

High-quality teaching is the foundation of how we support every child. We ensure that all students have access to a broad and balanced curriculum throughout their time at our school.

We adapt our teaching to match the way each child learns best. There is no "one-size-fits-all" approach; we tailor our support on a case-by-case basis to make sure every adaptation is meaningful and effective for your child.

These adaptations include:

- A tailor-made curriculum to make sure all students can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson
- Small class sizes with a teacher and a teaching assistant
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Using recommended aids such as Now and Next visuals, laptops, coloured overlays, visual timetables, dyslexia friendly font
- Teaching assistants will support students on a 1-to-1 basis or 2-to-1 basis when required

We may also provide the following interventions:

Area of need	Condition	How we can support the students
Communication and interaction	Autism spectrum condition (ASC) Speech and language difficulties	Speech & Language Therapy Visual timetables Social stories Structured routines Speech and language therapy
	Speech and language difficulties	
Cognition and learning	Specific learning difficulties (including dyslexia, dyspraxia and dyscalculia)	Writing slopes, coloured overlays, reading and/or phonics interventions, Maths interventions, additional support in class
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Calm rooms
	Adverse childhood experiences and/or mental health issues	Nurture groups Play Therapy 1:1 and group sessions with AP
Sensory and/or physical	Hearing impairment	Working with the LA teachers to support children in school
	Sensory Processing Difficulties	Adapting the classroom environment, accessible resources, adjusting routines and transitions, sensory breaks, movement breaks

These interventions are part of our contribution to the local offer.

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Senior leadership monitoring
- Pupil voice
- Monitoring by the SENCO
- Monitoring individual learning plans (ILPs) and termly reviews
- Holding an annual review (if they have an Education, Health and Care (EHC) plan)

How will the school make sure my child is included in activities?

Ethos & values

We live and breathe our values

Our values help us to be a positive influence on the young lives we strive to shape, and we look to them for guidance in any given situation. They underpin everything we do, and they ensure our staff and students feel happy and fulfilled.

Bold

To be confident in our decision-making and able to create new ideas and thinking.

Fun

To create fun ways to learn and care for our students and have enjoyable experiences with our work colleagues within a safe and professional environment.

Kind

To be friendly, open, thoughtful, and respectful to our students, their families, our co-workers and all professionals we liaise with through our work.

Curious

To be professionally curious by asking questions and always seeking to understand behaviours.

All students are encouraged to go on our school trips, sportsday/school plays/special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

How does the school make sure the admissions process is fair for students with SEN or a disability?

Please see Esland's Admission Policy [AdmissionPolicy](#)

How does the school support students with disabilities?

At Esland Daven School, we are committed to ensuring that students with disabilities are treated fairly and have equal access to learning. Staff receive regular training and work closely with families and professionals to identify barriers early and remove them. We promote an inclusive culture where all students' needs are understood and respected.

- Providing personalised support based on each student's needs, strengths and communication style.
- Adapting classrooms to be calm and accessible.
- Offering flexible movement, alternative spaces and personalised timetables.
- Making reasonable physical adjustments within the constraints of the building.
- Ensuring all staff receive regular training on disability awareness, inclusive practice and SEND strategies.
- Providing aids such as assistive technology, visual supports and noise-cancelling headphones. Please see Esland's Accessibility Policy [AccessibilityPolicy](#)

How will the school support my child's mental health, and emotional and social development?

Esland Daven School is a SEMH school. We support students between 8 and 18 years old who have Education, Health and Care Plans (EHCP) and those with a primary need related to Autistic Spectrum Condition (ASC), anxiety and emotionally based school avoidance and Social, Emotional and Mental Health (SEMH) needs.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help students with SEN be prepared for transitions we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the student's SEN is discussed
- Scheduled transition sessions with the incoming teacher towards the end of the summer term

- SALT and therapeutic led support with class changes and transition

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. If you are moving to Esland Daven School, we will try to visit your child in their current setting.

Moving to adulthood

We help all our students plan for the future, including further education, training, work, or living independently. We work with each student to reach their goals and make choices about their next steps. Our young people also get support from an independent career advisor.

What support is in place for looked-after and previously looked-after children with SEN?

Chantelle Morgan is the Designated Teacher and SENCO, and she will work with all teachers to understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

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

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the students themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local offer. Local authorities publish information about the local offer on their website:

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Cheshire East [Local Offer for children with SEN and disabilities](#)

Cheshire West [Special Educational Needs and Disability Information, Advice and Support Service \(SENDIASS\) | Live Well Cheshire West](#)

Cheshire West

Local charities that offer information and support to families of children with SEN are:

NorthWest

[Cheshire East Information, Advice and Support](#)

[Special Educational Needs and Disability Information, Advice and Support Service \(SENDIASS\) | Live Well Cheshire West](#)

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- FamilyAction
- Special Needs Jungle

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational need co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages