



Where Learning is Fun!

SEN Provision at Culcheth Community Primary School

Culcheth Primary School is an inclusive school where every child matters. The Head teacher, staff and governors are committed to the inclusion of children with additional needs. We provide all children access to a broad and balanced curriculum, but also offer appropriate small group support, or individual support, where needed. All children are valued and we aim for everyone to experience success, achievement and to reach their full potential.

There are four categories of special educational needs. These may occur singly or in any combination:

- Cognition and Learning
- Sensory, Medical and Physical
- Communication and Interaction
- Social, Emotional and Mental Health

At Culcheth Community Primary School we have rigorous ongoing teacher assessments and termly pupil progress meetings with members of leadership team to identify those pupils making less than expected progress. The first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will include an early discussion with parents/carers and where appropriate the child. There begins a four-part cycle (*assess, plan, do, review*) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles. If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will normally be placed on the SEN register at "SEN Support." The school will then seek to remove barriers to learning and put effective special educational provision in place.

Throughout this process we work together with a range of professionals and outside agencies including Speech Therapists, Educational Psychologists, Orthoptists, Occupational Therapists and Paediatricians.

Regular reviews are held with parents and children may be taken off the SEN register when their special educational need no longer impacts on their learning. Parental support is vital and very much appreciated throughout the process.

SENCO Information:

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