Staffordshire University Academy Trust	St. Edward's Academy Cheddleton Special Educational Needs and / or Disability Information report and Local Offer

Approved by:	**SEAC LAC**	**Issue Date:**	**October 2026**	**Review Date:**	**October 2027**		
Policy Owner:	**Mrs J. Talks**						
Audience:	**LAC**	☒	**Trustees**	☐	**General Public**	☒	
	Staff	☒	**Parents**	☒	**Pupils**	☐	

Ethos and Context of Our Academy

St Edward's Academy Cheddleton (SEAC) is a Church of England school and has the values promoted by Christ, as shown in the Bible, at its heart. Our Christian Distinctiveness is embodied in what you see, hear and feel through our academy ethos, culture, values and curriculum. We are an inclusive academy where all God's children, and adults, are treated with dignity and respected for difference, diversity and ways of living. We encourage all members of our community to grow and flourish within the context of our Christian belief and practice regardless of challenges, age, ethnicity, gender, identity, learning difficulty, nationality, religion, sexual orientation or disability.

Our Vision

We will teach wisdom, model and expect respect for all. We will nurture compassion, responsibility, courage and perseverance, equipping our pupils for life in all its fullness as honest adults in our diverse and ever changing world. We aspire to work collaboratively with our academy, Multi-Academy Trust, local, national and global communities as by… Learning and Caring Together '…they will flourish in the courts of our God' (Psalm 92:13).



Please click the relevant words on the wheel to be taken to the corresponding section.

Headteacher: Sue Machin

School address: Hollow Lane, Cheddleton, Staffordshire

Telephone number: 01538714840

Email: office@stedwardscheddleton.co.uk

STAFFORDSHIRE CONNECTS
SEND LOCAL OFFER

---------- Click here to return to the front page ----------

How we identify and assess needs

How will you know if my child or young person needs extra help?

How do you identify children or young people with SEND?

At SEAC, children with SEND are identified by the class teacher, child champion, parents or through referrals from outside agencies. Identification of need can be made within any of the four areas of SEND which are;

- Speech, Language and Communication Needs (SLCN) – this includes speech related issues and Autistic Spectrum Disorder (ASD).
- Cognition and Learning (C&L) – this includes specific learning difficulties (SpLD).
- Social, Emotional and Mental Health Needs (SEMH).
- Sensory and/or Physical Needs – this includes Visual Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and physical disability (PD).

Need is identified by;

- Progress which is significantly slower than that of their peers starting from the same baseline.
- Progress which fails to match or better the child's previous progress.
- Progress which widens the attainment gap.
- Changes in behaviour.
- The development of gaps in learning.

After identification, what would your setting's first steps be?

Once a child's needs had been identified, an initial meeting with parents and professionals would be arranged to discuss outcomes of assessments and next steps. This would be repeated every 6-8 weeks on cycle of Assess, Plan, Do, Review.

Does the setting/school/college have any programmes for early intervention/help?

To support in the early identification of need an 'Early Help assessment' may be completed alongside Mrs Leese our Home, School, Community Lead (HSCL). This assessment will enable SEAC to identify specific areas of need and offer appropriate support either internally or through external referrals.

---------- Click here to return to the front page ----------

How we identify and assess needs

What should I do if I think my child or young person needs extra help?

How will I be able to raise any concerns I may have?

Our academy has an 'open door' policy. If you have concerns then please contact, in the first instance, your child's class teacher. Information communicated with the class teacher may then result in a referral to the academy HSCL Mrs D. Leese or SENCO Mrs J. Talks on 01538 714843. They can also be contacted through the main office on 01538 714840 or via email: **office@stedwardscheddleton.co.uk**.

All parent's concerns will be listened to. Parent's views and aspirations for their child will be regarded within the assessment and provision process provided in school.

Where can I find the setting/school's SEND policy and other related documents?

SEAC's SEND policy and other related documents can be found in the policies section on the school website, see below:-

- **St. Edwards' Cheddleton Website Policies Page**

---------- Click here to return to the front page ----------

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

How will you support children and young people with SEND with or without an EHC plan? How does the setting/school/college plan the support? How will the setting/school/college modify teaching approaches to meet my child or young person's needs?

At SEAC, teachers plan and modify lessons and activities according to the year group, current levels of attainment and needs within their class. To do this, staff use a variety of active learning strategies and follow a 'Mastery' approach. This means that each child 'masters' a topic area before moving on to the next. They also consistently follow a dyslexia friendly approach within all lessons and make reasonable adjustments as necessary.

Wherever possible, we aim all interventions to be class based. However, we are aware of the fact that some interventions require a one to one or small group approach. These are matched closely to the child's area and level of need and children may be withdrawn from class for a short period of time. The SENCO will timetable support across the school, alongside the Senior Teachers.

If a child has a Pupil passport (including those with an Education, Health Care Plan), a trained Child Champion or teacher will lead interventions outlined within it. These will be created and reviewed as part of a planned cycle of Assess, Plan, Do, Review (APDR) by the class teacher alongside the child, parents and outside agencies as appropriate. They will be monitored by the Inclusion Team.

In addition to this appropriate specialist equipment may be given to a child if deemed necessary. For example, writing slopes, pen/pencil grips, coloured overlays or easy to use scissors. Outside agency advice will be sought and followed as necessary.

How and when will I be involved in planning my child or young person's education?

Your child's progress will be monitored closely over the course of the year against age related expectations. They will also undertake relevant standardised score assessment and age-related tests throughout the year.

You will be able to discuss your child's progress and attainment:

- At Parents' Evenings via your child's 'My Year of Learning' report (MYOL)
- At Pupil Passport meetings, that are prearranged by your child's class teacher
- During annual and transition review meetings, if your child has an Education, Health Care Plan (EHCP)
- With your child's Child Champion
- During planned additional communication meetings.

---------- Click here to return to the front page ----------

Teaching, Learning and Support

Your child will also have regular opportunities to discuss their progress, including strengths and areas for improvement.

What additional learning support is available? Include examples of personalised intervention programmes and any external teaching and learning, e.g. outreach We have the following personalised intervention programmes available within SEAC.

Precision teaching	Write From the Start 1-7	Talk Partners	Beat Dyslexia (1-4)	Toe by Toe
Sound Linkage	NELI	Staffordshire EP Reading Recovery	ELS Phonics Scheme	Intensive Interaction
Plus 1 (123 learning)	Power of Two (123 learning)	Perform with Time (123 learning)	Perform with Times Tables (123 learning)	Closing the Gap with Numicon
Personalised Opportunities to Progress Intervention Packs	2Type (Purple Mash)	Pindora's Box (Motor skills)	Motor Skills United	AIT – Autism Inclusion Team
Doorway Online Interventions (Maths, Motor Skills, Memory, English)	VI Resources	Dyslexia Association Staffordshire (Private Tutors)		

How will the curriculum and learning environment be matched to my child or young person's needs?

What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND? What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and/or equipment/facilities)

At SEAC, the needs of all children are taken into consideration and reasonable adjustments made in order to enable them to access the curriculum. This includes differentiation / adaptations within lessons and in homework, support through interventions, additional time/support during assessments, and/or support at playtime and lunchtimes. Within lessons this is achieved in a variety of ways including;

- Input – This includes the use of adapted resources, activities and worksheets. It can also include differentiated instructions about the completion of a task.
- Intervention – This includes the use of POP (Personal Opportunity to Progress) interventions which are given to any child with identified gaps in learning within the curriculum. Children with Pupil Passports receive interventions in addition to POPs.

---------- Click here to return to the front page ----------

Teaching, Learning and Support

- Support – This includes within lessons, during interventions and at playtimes and dinner times. At SEAC, we also promote independence through the use of differentiated self-help packs.
- Differentiation by outcome – This involves the child completing an activity at their level.

What additional learning support is available?

At SEAC, we have trained Child Champions in each key stage who can deliver a variety of interventions and support strategies. In addition to this our Home, School, Community Link lead (Mrs D. Leese) has been trained to deliver a variety of social, emotional and mental health interventions. Wherever necessary, outside support and advice is obtained e.g. The Visual Impairment team, Autism Outreach, Behaviour Support.

Who will oversee and plan the education programme?

In the first instance, it is the class teacher's responsibility to oversee and plan the education programme for a child using our pupil passport template. The SENCO will ensure that the Child Champions within the key stage are deployed effectively through carefully timetabled support and the Inclusion Team will monitor pupil passports and interventions. In some instances, an appropriate outside agency will plan the education programme.

How are resources allocated to meet children or young people's needs?

How is your budget for SEND allocated and managed?

The SEN Notional budget is allocated each financial year. At present, the majority of SEAC's delegated SEN budget is spent on supporting children in class using trained Teaching Assistants (Child Champions) who can deliver a range of interventions tailored to meet individual needs. Individual Pupil Premium payments are also used to support pupils eligible for Free School Meals.

How would you secure additional funding for a pupil?

It is SEAC's responsibility to fund the first 10 hours of support for all children. In the short term, if children have needs which exceed this then additional funding can be sourced in the form of 'Additional Needs' funding. In addition to this, SEAC can apply for an EHCP to secure Educational Banding funding and support for a child if significant needs are identified. This funding remains in place throughout the child's school life if deemed necessary. It is subject to annual reviews of need.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

This is completely dependent upon the needs of the child. For example:

---------- Click here to return to the front page ----------

Teaching, Learning and Support

- If a child has an Education Health Care Plan – then we meet the allocated level of additional support outlined within it by the local Education Authority and this is reviewed through annual and EHCP reviews. The Inclusion Team is responsible for monitoring SEN provision for all children in receipt of an EHCP.
- For pupils with SEND but without an Education Health Care Plan, the decision regarding the support required will be taken jointly between the class teacher, SENCO and Inclusion Team. These are reviewed regularly, with decisions being based upon tracking of pupil progress and as a result of assessments made, including those by outside agencies if appropriate.
- For all other children, and where an identified need has been made, the teacher will offer support through personal interventions (POPS). These interventions are monitored by the Inclusion Team.
- The pupil passports include a section for pupil participation. This can influence the other areas of the 'Pupil Passport' if deemed applicable by others.
- Children are also consulted prior to pupil passport reviews and annual reviews about their school life and progress towards meeting targets. If appropriate, they are invited to annual reviews.

How will I be involved as a parent and carer?

As a parent / carer you will be involved in all stages of this process.

Initially, you will be informed about your child's progress during parents' evening. Your child's My Year of Learning (MYOL) will be shared with you. This will include information about current levels of attainment and progress. It will also include information in regards to specific targets for your child if deemed necessary.

If your child requires additional support in the form of a pupil passport. Then you will be invited in to school as part of a 6-8 week cycle of APDR to discuss needs, targets and outcomes. These meetings will be documented within your child's MYOLS.

If your child requires further additional support in the form of an EHCP. Then you will again be invited in to school as part of a 6-8 week cycle of APDR to discuss needs, targets and outcomes within your child's pupil passport which is linked closely to the EHCP. One of these meetings will be replaced annually with an 'annual review / Transition review' of the EHCP. Outside agencies, the SENCO, Inclusion Team, class teacher and your child can also be present.

You will be expected (wherever possible and practicable) to support your child at home with additional targets. You can keep us informed about work completed at home via Class Dojo.

---------- Click here to return to the front page ----------

Teaching, Learning and Support

In addition to this, we welcome informal discussions with any staff member. We also hold 'Watch me Learn' sessions for all parents and invite specific parents into school if their child receives a 'Values Award'.

How will equipment and facilities to support children and young people with SEND be secured?

What resources are available?

At SEAC we match resources to individual needs which can be determined by the Child Champion, Teacher, SENCO or outside agency.

At present we have a variety of writing slopes, wobble cushions, weighted belts, scissors, pencils, rulers, pencil grips, pens, pastel paper, talking tins, interactive whiteboards, laptops, IPADS and timers. However, additional resources will be obtained on a needs basis.

What is the process to secure these resources?

Once a need has been identified, a requisition form will be completed by the SENCO. This form has to be agreed by the Principal and then is ordered by the office. Outside agency advice and guidance is sought wherever necessary.

How will you and I know how my child or young person is doing?

How will you assess my child's progress? How often will my child's progress be reviewed, and how will this be done? How will I know what progress they should be making? What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes? How will you explain to me how learning is planned?

Your child's progress will be monitored closely over the course of the year against age related expectations. This will correspond with Pupil Progress meetings in school which occur each term. They will also undertake relevant standardised score assessment and age-related tests at the end of each year. You will be informed about progress within your child's MYOL and will be invited in (on a 6-8 week cycle) to discuss outcomes, targets and interventions in relation to Pupil Passports and EHCPs. If your child is in receipt of an EHCP, then you will be invited to an EHCP annual/ transition review. This will take place instead of one of the Pupil Passport reviews. As we maintain an 'open door' policy, you are always welcome to arrange an informal meeting with your child's class teacher / SENCO / Home School Community Link Lead. In addition to this, our whole school policy is to maintain open communications with parents. As such, we send home a Class Dojo message each week which outlines curriculum coverage and specific 'catch up' focus.

What opportunities will there be for regular contact about things that have happened at the setting, school or college? (e.g. a home/school book)

---------- Click here to return to the front page ----------

Teaching, Learning and Support

We use Class Dojo as the main method for communication within our school and encourage parents to do the same. In addition to this, we also use our 'BoomReader' app to record conversations about reading. However, home/ school books and other methods of communication can be arranged.

What measures do you take to assist communication with parents and carers with SEND?

To assist SEAC in identifying parents / carers with communication difficulties, we ask them to be open and honest upon transition into our school. Our letters are monitored for reading ease and staff are able to demonstrate how to use assistive technology to read letters if required.

How will you help me to support their learning?

How I can help support this at home?

SEAC's pupil passports include a section – How parents / carers can help their child at home. In this section we agree parental support for children with Pupil Passports. We expect parents to support learning at home and celebrate this within the MYOL. There is no expectation that a child in receipt of a Pupil passport also completes whole class homework activities (unless they would like to).

Do you offer any parent training?

At SEAC we offer 'Watch Me Learn' sessions, where parents can come into school during specific subject and see how children learn. We also hold regular meetings with parents to share information about specific initiatives / subjects. Our Dojo messaging system is also used to communicate to parents about new schemes that we may be using in school and how to practise with children at home.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

How will my child be kept up-to-date on their progress, and involved in review processes?

The pupil passports contain a section which your child is able to complete – All About Me. This can influence the other areas of the 'Pupil Passport' if deemed applicable by others. They are also consulted prior to pupil passport reviews and annual reviews about their school life and progress towards meeting targets. If appropriate, they are invited to participate. In addition to this, individual POP targets are monitored within class. If a child has achieved their targets, then they are praised and a new one is set if needed.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?

---------- Click here to return to the front page ----------

Teaching, Learning and Support

At SEAC, we measure academic outcomes and the impact of support in relation to chronological age gain. The needs of all children are assessed in relation to chronological age gaps and then targets / interventions implemented to address these gaps. In addition to this, we also measure outcomes in relation to Social, Emotional and Health benefits and physically in terms of being able to complete a task which was previously unobtainable.

How will you involve parents, carers and children in this process?

Parents, carers and children will be involved in this during the cycle of assess, plan, do, review for pupil passports. They will also be informed during termly MYOLS. For any child in receipt of an EHCP, parents will be involved in the Annual / Transition review process.

Does the setting, school or college use feedback mechanisms or surveys?

Each year we send a questionnaire to parents and children about their school views. This questionnaire includes a section about how school supports their child with SEND.

---------- Click here to return to the front page ----------

Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

What handover arrangements are offered at the start and end of the school day?

At the beginning of the day, staff are available on each key stage playground for you to speak to. Mrs Leese, our Home, School, Community Link Lead, is also available at this time. At the end of the day, the class teacher / child champion will ensure that children leave school safely. Again they are available to speak to at this time after all other children have been dismissed safely.

What support is offered during breaks and lunchtimes?

A minimum of two staff members are available outside to support children. Additional support is implemented according to the needs of specific children.

How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips) What are the setting/school/college arrangements for undertaking risk assessments?

Activities (including after PE lessons, school clubs, tournaments and festivals) and school trips are available to all. In order to achieve this risk assessments are carried out and procedures are followed to enable all children to participate as fully as possible at all times. This is completed in consultation with parents/carers, school and outside agencies as required. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required then a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

---------- Click here to return to the front page ----------

Keeping students safe and supporting their wellbeing

What pastoral arrangements are in place to listen to pupils/students with SEND?

Our school offers a wide variety of pastoral support for children who are encountering emotional, social and behavioural difficulties.

These include:

- The class teacher or Key Stage leaders, who are readily available for children who wish to discuss issues and concerns.
- Weekly PHSE / British Values / Keeping Safe lessons/ focused days / worries and wishes reflection time
- Internal support from trained Child Champions
- Home, School, Community Link Lead support
- Outside agencies, including Behaviour Support, CAMHS, Local Authority Support team, Young Minds
- Local Church support
- Academy Chaplain
- Wellbeing Ambassadors
- Restorative practice conversations following incidents
- See our academy website for our wellbeing policies and newsletters

What measures are in place to prevent bullying? Where can I find details of policies on bullying?

To prevent bullying, we educate the children. Lessons include information about how to be kind, respect differences and promote diversity. If bullying occurs (including online bullying), it is dealt with effectively in line with our anti bullying policy. We have also been awarded the Silver Award from the National Children's Bureau Anti-Bullying Alliance 2023. Please see our website for more information.

How do you help children and young people to make friends? Is a mentor or buddy scheme available for my child or young person?

If a child is new to school then we assign them a 'learning partner'. We also give children the tools to initiate and maintain friendships within our PSHE / RSE curriculum. (Refer to the policy for more information). If friendship difficulties occur then we can offer support via our trained class teachers / Child Champions / Home School Community Link lead.

How do you encourage and measure the development of good self-esteem and confidence?

We ask the children what their views of school are on an annual basis. This includes a confidence survey about how happy they are in school. In addition to this, our trained Child Champions and Home School Community Link Lead use a range of strategies to assess the impact of SEMH interventions.

---------- Click here to return to the front page ----------

Keeping students safe and supporting their wellbeing

Do you offer sibling support?
Yes, if this is necessary. We also offer support to families informally and upon the completion of an Early Help Assessment.

Does the school/setting offer a counselling service or a learning mentor?
Yes. Mrs Leese is our Mental Health lead in school. She is a trained mental health first aider and can offer a variety of interventions including Emotional Literacy, Drawing and Talking therapy, Sand therapy and Talking therapy. We can also refer to outside agencies as necessary via Families First, HomeStart, Young Minds and Action for Children.

How will you manage my child or young person's medicine or personal care needs?

How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)? For all medical needs, we endeavour to follow Local Authority guidelines and our own Academy policy.

If a child has a medical need then a Care Plan is compiled in consultation with parents/carers. The school nurse can be consulted if necessary. The Care Plans are discussed with all staff involved with the child and are reviewed annually or earlier if necessary. Teachers have copies of Care Plans and these should be referred to when necessary.

Where necessary and in agreement with parents/carers, prescribed medicines may be administered in school where a signed parental agreement form has been completed and agreed by Care Plan coordinator, in consultation with the Principal. Regular training in the administration of specific medicine is given to all staff as necessary.

Staff and parents can also access support from the school nurse.

What would the setting/school/college do in the case of a medical emergency?
In the case of a medical emergency we would follow actions within the care plan. This may include contacting the emergency services.

How does the setting/school/college support young people who have to take time off for medical appointments?
We take into consideration medical appointments when completing attendance records within MYOLs if the medical need is ongoing and recognised by medical experts. If a medical need is impacting negatively upon attendance, then we can offer support both internally and externally.

How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

---------- Click here to return to the front page ----------

Keeping students safe and supporting their wellbeing

Our Home School Community Link lead draws up the Care Plan in consultation with parents. This is then shared with staff as required. All staff have an obligation to ensure that they are compliant with actions contained within it.

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

We have a robust, quality assured behaviour policy in place. This is available on our school website. We have a number of referral pathways available in relation to behaviour. This includes the Staffordshire Moorlands SEND Hub, direct referrals to Cicely Haughton's outreach support and the SEND Hub's Inclusion Support Services. All staff are trained to deliver physical intervention.

How do you support children who are looked after by the local authority and have SEND?

The Designated Teacher for Looked After Children at SEAC is Mrs J Talks.
If a child with SEND is looked after by the Local Authority then we follow procedures outlined within our safeguarding policies and procedures. SEAC would work collaboratively with The Virtual School and the Local Authority in order to triangulate an appropriate response to SEND needs and provision for any looked after children.

---------- Click here to return to the front page ----------

Working Together

Who is involved in my child's education?

What is the role of my child's class teacher/s?

The role of the class teacher is to plan, implement (directly / indirectly) and monitor interventions within the classroom. They will also be responsible for the effective deployment of Child Champions with specific children.

To speak to your child's class teacher, Key Stage Child Champion or SENCO (Mrs J. Talks), please contact them directly through Class Dojo messages or arrange an appointment via the office – **office@stedwardscheddleton.co.uk**, -01538 714840

To speak to our Home School Community Link Lead (Mrs D Leese), please contact Mrs D. Leese on **d.leese@stedwardscheddleton.co.uk** 01538 714843

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

If information about a child comes into school via an outside agency, the SENCO looks at it first and identifies targets and actions if appropriate.

---------- Click here to return to the front page ----------

Working Together

This document is then saved centrally and shared with all relevant staff in a face to face meeting. Teachers (other relevant staff) use this information to adapt pupil passport targets and interventions as necessary. The document is then placed within the child's secure SEND file.

Following this, parents / carers and children are then invited into school to discuss the document and changes to pupil passports as part of a Team Around the Child Meeting.

What expertise do you have in relation to SEND?

What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)? Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications? What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?

Staff have received the following specific training

Phonics	Calm Brain Training	ICT & Maths for Teaching Assistants	Physical intervention training with Andrew Black	Supporting children with physical and coordination Needs – including lifting and handling
Supporting children with behavioural difficulties.	National SEN Coordination Award and termly SENCO update meetings	Memory & Recall	Dyspraxia support	Epilepsy training
Supporting children in maths and English	Inference training	Numicon training	Supporting pupils on the autistic spectrum	Understanding Emotional Health in Children
Administration of certain medicines	Supporting children with behavioural issues	Improving the thinking of children and adults.	Supporting children with speech, language and communication needs	Dyslexia awareness and training
Emotional Literacy Support Assistant	Maths Mastery			

---------- Click here to return to the front page ----------

Working Together

Individual staff members are also trained as necessary to support specific children.

Does the setting, school or college have any formal accreditations, charter marks or awards?

SEAC is a dyslexia friendly school. We have also been awarded the Silver Artsmark report, Picture News Impact award and the Wellbeing Award for schools. We have also been awarded the Silver Award from the National Children's Bureau Anti-Bullying Alliance 2023.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND? Eg health, social services, local authority support services, voluntary organisations.

At times, it may be necessary to work with outside agencies and obtain specific advice, support and guidance. At present we work with the following outside agencies;

Autism Inclusion Team	Specialist Teacher Service for children with Hearing Impairments	Specialist Teacher Service for children with Visual Impairments	Safeguarding Local Support Team	Young Minds
Educational Psychologist	NHS Speech and Language Therapy Service	Families First / Home Start	Physiotherapy Service	Staffordshire Moorlands SEND Hub
ENTRUST Behaviour Support Service	School Nurse	Occupational Therapy	Gypsy Roma Traveller advisory teachers (GRT ATs)	CAMHS (Child & Adolescent Mental Health Service)
Social Services	Health Visitor	Dyslexia Association Staffordshire (Dyslexia / Dyscalculia tutoring)	Cicely Haughton Outreach Support	All Star Education (Dyslexia and Cognition and Learning Assessments and Tutoring)

PDSS (Physical Disability Support Service) - Anne Ratcliffe				

Which health or therapy services can children/young people access on the setting/school/college premises?

Sand Therapy	Drawing and Talking Therapy	Lego Therapy	Emotional Literacy Support	Speech and Language Therapy

In addition to this, outside health or therapy services can also access the school to deliver specific interventions and support packages.

Please note: School budgets do not include finance for specific assessments (e.g. Dyslexia). School funding may be allocated If a child is being considered for statutory assessment.

Who would be my first point of contact if I want to discuss something?

Who can I talk to if I am worried and how do I contact them?

If you wish to discuss your child's educational needs or have a compliment comment, query or complaint then please feel free to contact your:

- Child's class teacher via Class Dojo or the office
- The Inclusion Team (Mrs J. Talks - SENCO, Mrs Leese – Home School Community Link Lead, Child Champions)
- Principal
- SEAC's LAC Link
- Local Education Authority

Office Telephone: 01538 714840

Office email: office@stedwardscheddleton.co.uk

Please refer to our Complaints policy if you wish to make a complaint.

Who is the SEN Coordinator and how can I contact them?

The SEN Coordinator is Mrs J. Talks. You can contact her directly via Class Dojo. Alternatively, an appointment can be made via the school office on 01538 714840, office@stedwardscheddleton.co.uk

What roles do your governors have? And what does the SEN governor do?

Note: must include information around looked after children

At SEAC, we have a Local Academy Council link governor for SEND and Pupil Premium. The governor monitors and challenges the work of the SENCO and Designated teacher for Looked After Children in the monitoring of attainment and provision at SEAC. They then feedback information to the Local Academy Council. Local Academy Council Link meetings take place every term.

How will my child or young person be supported to have a voice in the setting, school or college?

How will my child/young person be able to contribute his or her views? How do you support children and young people with SEND/LDD in making their aspirations known?

The pupil passports have a section where your child is able to complete – All About Me. This can influence the other areas of the 'Pupil Passport' if deemed applicable by others. They are also consulted prior to pupil passport reviews and annual reviews about their school life and progress towards meeting targets. If appropriate, they are invited to annual reviews. In addition to this, children are consulted during and following the completion of POPs.

Do you have any student focus groups, councils or forums within the setting?

At SEAC, pupils are given a voice through our Pupil Council, Christian Council and ECO Council.

How will the setting/school/college support my child/young person to do this?

We have a designated member of staff who is the lead for all Councils within school. Each year we hold a democratic voting system for the election of children onto the Councils. All children have the opportunity to stand for election at this time and are appointed by the children in their class. The class teacher oversees this process.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents can be involved in the school in a number of ways including,

- *Parent Governor role (by application, when a new role is advertised)*
- *As a Volunteer*
- *During 'Watch me learn' sessions*
- *During Values Awards Celebration*
- *As a member of our PTFA*

What help and support is available for my family through the setting?

Do you offer help with completing forms and paperwork or travel plans? If yes, who normally provides this help and how would parents access this?
For any support in completing forms and paperwork please contact our Home, School, Community Link lead, Mrs D Leese, **d.leese@stedwardscheddleton.co.uk**, 01538 714843.

If you require further support you can also contact – the SENDIASS service **https://www.staffs-iass.org/home.aspx**, 01785 356921. This service is available to all parents of children in Staffordshire.

---------- Click here to return to the front page ----------

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?
Children with SEND are able to participate in **ALL** after school clubs, tournaments and events as we are a fully inclusive school. A risk assessment is completed if necessary and shared with parents and the club lead.

Do you offer holiday and/or before and after school/college provision?
Yes. We have onsite provision available before and after school from 7.30am-9.00am and 3.00pm-6.00pm. We also have holiday provision throughout most holidays from 7.30am-6.00pm. Please visit the Brambles link on our webpage or contact Mrs Leese for more information. **d.leese@stedwardscheddleton.co.uk**, 01538 714843.

What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?
We offer a variety of after school activities linked to different areas of the curriculum including forestry, sport, dance, photography, art, cookery, choir, gardening and computing. These change regularly so please refer to the website for the most up to date list.

There may be a small charge involved but this will be detailed within the initial letter. There are no costs for children in receipt of Pupil Premium funding.

How do you make sure clubs, activities and residential trips are inclusive? How will you help my child or young person to be included? How do you involve parent carers in planning activities and trips?

---------- Click here to return to the front page ----------

Inclusion & Accessibility

We ensure that all clubs, activities and residential trips are inclusive. We do this by completing thorough risk assessments and by discussing needs with parents, carers, the child and outside agencies as necessary. Children in receipt of Pupil Premium are given a priority invite to clubs, at no cost. Children with SEND are given a priority invite to clubs.

How accessible is the setting's environment?

How has the environment been adapted to support children with sensory needs?

- We have received enhanced training with Autism Outreach. Our school is therefore autism friendly.
- We have also developed our school so that it is more accessible for children and adults with visual impairments – e.g. highlighted handrails, steps.
- We also adapt our school environment to meet individual needs in line with guidance from specialists.

How are SEND students supported to access those facilities available to all students? Link to Accessibility Plan (As described in SEND CoP).

We endeavour to make reasonable adjustments within our school environment to ensure that all children can access its facilities. We follow guidance from outside agencies as appropriate. Please refer to our Disability Equality and Accessibility plan which is available on our website. In particular to date we have:

- Installed/adapted ramps.
- Adapted bathroom facilities for disabled users.
- Adapted pathways and doorways so that they are wider.
- Installed lifting platforms.
- Ensured that all steps, handrails and hazards are a contrasting colour.
- Ensured that staff have received training on enabling devices to be more visually impaired user friendly.
- Ensured that staff have received training regarding making reasonable adjustments in the classroom.

As a school, we are happy to discuss individual access requirements and will make reasonable adjustments wherever practicable.

How do you communicate with those whose first language is not English (including parent/carers)?

For parents/ carers who have English as an additional language, we identify specific requirements as soon as the family joins our school. We then respond as necessary offering a variety of Class Dojo messages, emails, telephone calls and face to face meetings.

Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?

---------- Click here to return to the front page ----------

Yes – We identify the needs of specific parents/carers upon induction, asking them if they would require documents to be sent in a different format e.g. large font, specific font, electronic copy or paper copy. We can also inform parents about how to initiate the voice over within word.

Is the building wheelchair accessible?

Fully Accessible ☒

Partially Accessible ☐

Not Accessible ☐

Details (if required)

Ramps, lifts, wider pathways

Are disabled changing facilities available? Yes ☒

No ☐

Details (if required)

Two facilities within school. One includes a changing bed.

Are disabled toilet facilities available? Yes ☒

No ☐

Details (if required)

Handrails and emergency cords are included

---------- Click here to return to the front page ----------

Inclusion & Accessibility

Do you have parking areas for pick-up and drop-offs? Yes ☒
No ☐

Details (if required)

One parking space is allocated for disabled use

Do you have disabled parking spaces for students (post-16 settings)? Yes ☐
No ☐

Details (if required)

Not applicable

---------- Click here to return to the front page ----------

Joining and moving on

Who should I contact about my child or young person joining your setting?

Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)

Our academy understands what a stressful time moving schools can be for everyone involved. For more information, please refer to SEAC's admission policy which is available on our website.

Alternatively, contact the school office for more information – **office@stedwardscheddleton.co.uk**, 01538 714840

How can parents arrange a visit to your setting, school or college? What is involved?

---------- Click here to return to the front page ----------

Joining and moving on

Do you offer Open Days?

A planned programme of transition is completed in Nursery and Reception for all children. Please refer to the chart below. Please refer to the section above for transition arrangement during other times of the school year.

Parents can arrange a visit to school by contacting the office – office@stedwardscheddleton.co.uk, 01538 714840.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

What preparation will there be before my child or young person joins you? How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting, school, or college? How will you support the new setting, school, or college to prepare for my child or young person? Will you liaise with the child or young person's previous education setting to share information?

Our academy understands what a stressful time moving schools can be for everyone involved. Therefore, many strategies are in place to enable the child's transition to be as smooth as possible. These include:

On entry into Nursery and/or Reception:

- A planned programme of visits during the summer term.
- Parents/Carers are invited to a meeting at the school so that they can meet the Foundation stage team, know what to expect and share any concerns.
- Home visits
- Meeting with the Inclusion Team if applicable.

---------- Click here to return to the front page ----------

Joining and moving on

Mid-Year Transition from another setting

- All parents/carers and children are offered a tour of the academy and a discussion with the Principal and/or Assistant Principals.
- Wherever possible, a planned programme of transition and pre-visits are arranged between the past school, current school and parents/carers. However, if this is not an option, all information is collected from the previous school and telephone conversations held between relevant members of staff if necessary.
- Meeting with the Inclusion Team if applicable.

Moving into a new class:

- Children have the opportunity to meet their new class teacher and peers in the next classroom environment during transition days in the summer term.
- There is an informal Parents' evening in the summer term where parents can meet their child's new class teacher.
- Introductory meeting with the new class teacher (and Inclusion Team).

---------- Click here to return to the front page ----------

Joining and moving on

Moving to middle school:

The Year 4 class teacher/SENCO/ Inclusion Team /Safeguarding team work closely with the teachers/SENCO / Safeguarding team at the other feeder schools to ensure that transitions go as smoothly as possible. The current transition arrangements are that:

- All information is transferred to the child's next school including current academic levels, personal information, procedures, Pupil Passports, Care Plans and Safeguarding information.
- Parents of children with SEN (other vulnerabilities), have the option to meet with the SENCO at the middle schools to discuss any issues.
- Staff from the middle school come into our school for transition visits.
- Additional visits are arranged to the middle school for all SEND / vulnerable children.
- If your child has an EHCP, then a transition review is held in the autumn term prior to the transition to the next school. At this meeting, transition arrangements are discussed, the school is specified and any additional information is discussed.

Transition arrangements are subject to change each year. More information about transition will be forwarded to parents during the summer term. Please contact your child's class teacher for further information.

---------- Click here to return to the front page ----------

Additional Information

What other support services are there who might help me and my family?

Who can I contact for further information and how? (SENDIASS etc.)

As a Staffordshire school we offer a referral to outside agencies who can offer support at home in relation to specific needs e.g. social, emotional and mental health needs, behaviour or physical needs.

We can also support you with a referral to various other support services e.g. Young Minds, Action for Children, Speech and Language, Autism Outreach.

If you require further support you can contact – the SENDIASS service **https://www.staffs-iass.org/home.aspx**, 01785 356921. This service is available to all parents of children in Staffordshire.

---------- Click here to return to the front page ----------

Additional Information

Alternatively contact Mrs Leese (Home School Community Link Lead) – **01538 714843** or **d.leese@stedwardscheddleton.co.uk**

When was the above information updated, and when will it be reviewed?

This SEN Information report was updated in October 2026. It will be reviewed annually.

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at **www.staffordshireconnects.info**

What can I do if I am not happy with a decision or what is happening?

How can parents give feedback to the setting, school or college?

If you wish to give feedback to SEAC then please feel free to contact your:

- Child's class teacher via Class Dojo
- The Inclusion Team (Mrs Talks, Mrs Leese, Child Champions)
- Principal (Mrs S Machin)
- SEAC's Chair of the Local Academy Council (Mrs J Calcutt)
- Staffordshire Education Authority

Appointments with school staff can be made through the office.

Telephone: 01538 714840

Office email: office@stedwardscheddleton.co.uk

Address: Hollow Lane, Cheddleton, Nr Leek, Staffordshire, ST13 7HP

---------- Click here to return to the front page ----------

Additional Information

What is the setting, school or college's complaints policy?

Please refer to our Complaints policy for more information which is available on the Academy website.

Type of Setting *(tick all that apply)*

☒ Mainstream ☐ Resourced Provision ☐ Special

☒ Early Years ☐ Primary ☐ Secondary ☐ Post 16 ☐ Post 18

☐ Maintained ☒ Academy ☐ Free School ☐ Independent/Non/Maintained/Private ☐ Other

(Please specify below)

DFE Number

860/3042

District

☐ Cannock	☐ Lichfield	☐ East Staffordshire	☐ Tamworth
☐ Newcastle	☒ Moorlands	☐ Stafford	☐ South Staffordshire

Specific Age range

3-9

Number of places

225 (Reception-Year 4)

Which types of special educational need do you cater for?

☒ inclusive mainstream school ☐ special school

Offer specialisms in. Tick all those that apply.

☒ Resource for autism ☒ Resource for social, emotional and mental health

---------- Click here to return to the front page ----------

Additional Information

☒ Resource for cognition and learning difficulties
☒ Deaf friendly
☒ Resource for physical disability
☐ Resource for severe learning difficulty
☒ Visual impairment friendly
☒ Fully accessible environment – for pupils with physical or sensory needs
☒ Resource for moderate learning difficulty
☐ Resource for profound and multiple learning difficulty
☒ Resource for speech, language and communication needs

Other specialist support/equipment:

☐ Specialist technology

Comment:

☐

Rebound trampoline
☐ Accessible swimming pool
☒ Outreach and family support
☒ Bought in support services
☐ Sensory room/garden
☐ Hydrotherapy
☐ Medical
☒ Therapy services
☒ Hearing loop