ST. EDWARD'S ACADEMY CHEDDLETON

SEND INFORMATION 2026-2027

The Inclusion Leadership Team



Mrs Talks

SENCO and Inclusion Lead



Mrs Leese

Home School Community Link Lead

Roles and Responsibilities

SENCO and Inclusion Lead

At SEAC, the SENCO has overarching responsibility for SEND systems and processes. They will:

- Quality assure all outside agency referral documentation,
- Quality assure Pupil Passports
- Quality assure Special Educational Needs (SEN) provision within classrooms and interventions.
- Meet annually with all parents and children who are on the SEN register.
- Meet with parents and children termly once an Education, Health, Care Plan (EHCP) is applied for and until it is in place.
- Meet with parents and children bi-annually once an EHCP is in place.
- Offer enhanced coaching and support for Teachers and Child Champions.
- Communicate regularly with all parents who child is receiving SEND support in school.
- Monitor SEND provision in classrooms and interventions.
- Follow and develop SEAC Assess, Plan, Do Review processes.
- Offer coaching, support and Continuous Professional Development for Teachers and Child Champions.
- Deliver enhanced SEN interventions.

Home School and Community Link Lead

At SEAC, the HSCL lead is the direct line of communication for Outside Agencies. They will,

- Liaise with all outside agencies to arrange meetings, reports, assessments and visits.
- Liaise with all parents regarding support in school, meetings, reports, assessments and visits.
- Support the SENDCo regarding all Outside Agency referral paperwork.
- Support Continuous Professional Development for Child Champions across the school.

Child Champion(s)

At SEAC, our Child Champion(s) is a designated member of staff who advocates for pupils' wellbeing, inclusion, and success. Working closely with children, teachers, the SENDCo, and external agencies, they help identify and remove barriers to learning, ensuring pupils receive the right support at the right time. They will:

- Build positive relationships with pupils who may require additional support.
- Promote pupil voice and ensure children feel heard and valued.
- Support pupils' social, emotional, and academic development.
- Work with staff to identify needs and implement appropriate support strategies.
- Support attendance, engagement, and successful transitions between classes and settings.
- Champion inclusion and ensuring every child can fully participate in school life.

SEND Systems and Processes

What is the SEND register?

The SEND register is a record of children who have SEN and the kind of support they may require. Children may be added to the SEN register if they have difficulties in any of the following areas: Communication and Interaction e.g. Autism. Learning and Cognition e.g. Dyslexia. Social, Emotional and Mental Health e.g. Behavioural differences. Sensory or Physical e.g. Hearing or Visual Impairment. Some children may be on the SEN register for just a small amount of time whereas others may stay on the SEN register for the duration of school.

What is a Provision map?

SEAC's SEN provision maps document the type of intervention, support and staffing offered to pupils that is different from and additional to the ones offered via our adapted curriculum. They allow us to track specific interventions and frequency of delivery in order to enhance learning outcomes.

What is a Pupil Passport?

At SEAC, we use pupil passports as working documents to inform teachers, parents, children, child champions and outside agencies about the needs, targets and intervention strategies implemented for a child with SEN. Our pupil passports are updated every 6 weeks through a cycle of Assess, Plan, Do and Review.

Outside Agencies

At SEAC, we access a variety of outside agencies for assessment, advice and outreach support. If a child is working at Well Below Age Related Expectations, then we will signpost towards further assessments and referrals in order to develop further evidence for the EHCP application.

If a child is working above this level, then screening tests and checklists will be completed to find out more about areas of strengths and need. Outcomes from these will be used to put further support in place. A formal diagnosis is not needed for us to make such reasonable adjustments, however at parental request one can be arranged at a personal cost.

Who do I contact?

For communication regarding Pupil Passports and support in class, please contact your child's class teacher through Class Dojo.

For all other SEN queries or concerns, please contact Mrs D. Leese our Home, School, Community Lead on 01538 714853 or d.leese@stedwardscheddleton.co.uk, or Mrs J Talks via email on j.talks@stedwardscheddleton.co.uk