

Special Educational Needs and Disability Information Report 2025-2026

1	What kinds of SEND are provided for at The Arches Primary School?	The Arches Community Primary School is a mainstream primary school that provides an education for all pupils in our school community. We aim to fulfil our nurturing school principals with all our pupils; including those with special needs in communication and interaction, cognition and learning, those with social, emotional mental health needs and sensory or physical difficulties.
2	How do we identify children with SEND and how do we assess their needs?	Special educational needs are identified through the gathering of evidence relating to progress, attainment, learning behaviours, social interaction and ability to access the curriculum and school life in general. The progress of all pupils is tracked and those not making expected progress are quickly identified by their class teacher and Senior Leaders. Actions are taken at the earliest opportunity to support pupils through class-support or interventions in order to address any needs. If the targeted support does not have the desired outcome, it may be agreed that the pupil is placed on the Special Educational Needs Register. Identification of some special educational needs is made by other professionals, with school and parents providing the information. This includes pupils on the autistic spectrum, those with dyslexia, coordination and motor difficulties and ADHD. If the identified condition impacts on the pupil's ability to access teaching and learning, then the pupil will be placed on the Special Educational Needs register.
3	Who is our SENCo (Special Educational Needs Co-ordinator)?	 Nicola Johnson (Assistant Headteacher) is responsible of SEN across the school liaising with class teachers to ensure the correct support is put into place swiftly for those children with special educational needs. You can contact the SENCo on 01244667660. Or you can e-mail on njohnson@thearches.cheshire.sch.uk
4	Who is the SEND Governor?	Our SEN governor is Sheila Little. She is responsible for liaising with the Head teacher, SENCo and staff to ensure the quality of SEN provision is continually monitored and the necessary support is given for any child who attends The Arches Primary School. In addition, we have a committee of governors (including Sheila Little) whom meet half-termly with Miss Johnson to ensure the provision for pupils with SEND is continually reflected upon.

5	How do we involve parents/carers of children with SEND?	At The Arches we have regular conversations with parents/carers about their children. We have an 'open door' policy and are always available to talk to. If parents have concerns about their child, they should see the class teacher in the first instance. Parents' evenings in Autumn and Spring terms and reports at our Report Conference Day in Summer term also maintain close links with parents. We are always available for you to discuss any concerns or queries you may have.
6	How do we involve children with SEND in shaping their education and future?	All children in our school community complete a one page profile at the start of each academic year. This is a wonderful transition activity with their new class teacher that reflects on their interests and how the child wants to be supported in school to achieve their very best. Children with an EHCP or additional funding focus on their dreams and aspirations in the annual review process annually. For children who have an EHCP or additional funding, we strive, when appropriate, to include them in a person-centered review annually. We seek pupil voice termly for pupils with SEND to see how they feel about school and we implement changes to improve practice.
7	How do we support children in moving to our school and from our school?	We work closely with a range of pre-school settings to ensure that transition into The Arches Primary School is successful for our children. Action for inclusion meetings are held with all relevant professionals and the pre-school setting to share information and agree systems to ensure children are happy and therefore able to learn and thrive at our school. Our Foundation Stage 2 teacher discuss all children with their pre-school setting and the SENCo attends relevant meetings when needed. We support parents to look at high school choices in Year 5 in order to establish if any specific provision is needed. This ensures that our children and families are prepared early for the transition for high school and, if needed, additional transition arrangements can be organised. The Arches works closely with the high schools to ensure that they have all the information that they need in order for our pupil's to continue to succeed in their care. Again, we hold action for inclusion meetings to ensure that high school are well prepared to meet the needs of each child. We will accompany parents to view schools in order to support them in the decision making process if this is required.
8	How do we support children when they move to a new class?	When a child moves up to their new class, we recognise this can be a particularly anxious time for children especially children with SEND and we aim to provide as successful and smooth transition as possible. Regular opportunities will be provided in the Summer term for your child to meet their new teacher. The current class teacher and the new class teacher meet to discuss every child in the class in the Summer term and to provide an excellent transition. In addition, Miss Johnson provide support for children on the SEN register including setting bespoke outcomes for each term for pupils with additional funding.
9	What is our approach to teaching children and young people with SEND?	At The Arches, we believe strongly in inspiring a love of learning and ensure this for our SEND pupils by tailoring the curriculum to support their individual needs. We want all pupils, including those with SEND, to achieve the very best. All children are part of a class and have access to quality first teaching alongside their peers. We are inclusive and ensure that children access an ambitious curriculum. Additional adult support and a range of resources are used to support children's learning in class and through our many intervention programmes.

10	How do we adapt the curriculum and learning environment for children and young people with SEND?	We are highly reflective and adapt to the needs of our individual children. Children's needs are assessed and addressed regularly and the curriculum is tailored to suit the needs of the individual. Communication between home and school is actively encouraged to ensure that learning is meaningful, enjoyable and can take place in and out of school. We aim to be mutually supportive. The classrooms are adapted to meet the needs of pupils, for example, we have work-stations in classrooms for some pupils and we have areas outside of the classroom that children use for specific interventions or learning times. We have areas within school where children can go to should they feel the need for sensory breaks. Our school has two rooms to support our individual/group work for the school's nurturing principles: a nurture room called 'The Snug' where our nurture practitioner works with children and 'The Lounge' where our school ELSA (Emotional Literacy Support Assistant) works with children 1:1. We work closely with professionals to adapt our environment and curriculum to support pupils.
11	What are our areas of expertise in supporting children with SEND and how do we secure the expertise of others? What training have we had and what future training plans are there?	All staff are trained to deliver quality first teaching to all pupils including those with SEND. Teaching assistants are well trained to support all groups of pupils and in particular those with additional learning needs. Our nurturing ethos is in everything we do and we have regular training on implementing the nurturing principles through quality first teaching. This academic year, we have a whole school focus on neurodiversity and making adjustments to our environments to support children with ADHD and Autism. Staff have regular SEN update training through feedback from Miss Johnson. Miss Johnson attends local SENCo cluster meetings to keep abreast of changes to SEND provision. We are always striving for our staff to develop professionally to support the individual needs of our children in the best way. Staff training includes: Drawing and Talking, Team Teach, nurture practitioners, an Emotional Literacy Support Assistant, Forest School Leader, ELKLAN (speech and language support), Makaton, Lego-Therapy, 1-2-3 Magic support for parents. School works closely with the following professionals to support the needs of our children: School Nurse Doctors Autism Team Speech and Language Therapy Services Sensory Processing Occupational Therapy Team Occupational and Physiotherapy Services Child and Adult Mental Health Service (CAMHS) Child Educational Psychologists Behaviour consultants The Early Years Specialist Support team (prior to transition) SEN Advisory Officers

		Art therapists Play therapists Outreach support from local specialist provisions.
12	How do we evaluate the effectiveness of the provision made for children and young people with SEND?	Ongoing assessments build a picture of attainment and progress for children. This is monitored by teachers and senior leaders. Interventions are evaluated and progress is analysed. Regular meetings with staff, parents and pupils ensure that interventions and additional support are having the desired impact on each pupil's attainment, progress and their personal development.
13	How are children and young people with SEND able to engage in activities available with children and young people in the school who do not have SEND?	We ensure that all children have equal opportunities. Our children are encouraged to join extra-curricular activities, be active citizens in and out of school and take part in all school activities, including residential trips and educational visits. Additional support is given where needed to ensure children are able to engage in the activities available. Many pupils with SEND in our school community attend the school breakfast club daily to support with the transition from home to school.
14	How do we support the emotional and social development of our pupils with SEND?	The wellbeing of our pupils permeates through our school ethos and we offer outstanding care, guidance and support across the school. Pupils may access nurture groups/forest school groups or 1:1 nurture support that help address self-esteem or social skills. Some children in our school have 1:1 sessions with psychotherapists or art therapists to support their emotional needs. Bespoke activities are designed to suit the needs of the children. Children are encouraged to share their aspirations and we support them with the necessary skills to help them develop socially and emotionally. Children are encouraged to develop their strengths within the curriculum to ensure they maintain high self-esteem.
15	How does The Arches involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?	The Arches works closely with a range of other professionals and voluntary organisations to support pupils. These are listed in section 11. We also work closely with families to help signpost them to additional services and support. We liaise with parents about the Information, Advice and support Service offered by the Local Authority. We signpost parents to Cheshire West and Chester's Local offer. https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948

16	What are our arrangements for handling complaints from parents/carers of children with SEND about the provision made at the school?	We always ask that you talk to us. We will always do our very best to work with you for the best interests of your child. However, if our parents/carers are unhappy with the provision for their children, then they can refer to the Complaints Policy and Procedure which can be found on our website.