



CEDARS Short Stay School SEN Information Report

Date: December 2025

To be reviewed annually

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2014).

How does the school know if a child has a special educational need?

We know pupils need help if:

- Concerns are raised by parents/carers, teacher or the pupil's previous school
- Induction baseline assessments indicate a pupil is working at levels significantly below age-related expectations
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical needs
- A pupil asks for help
- A pupil receives a diagnosis from an outside agency

What should I do if I think my child has special educational needs?

Firstly, contact your child's year Home Liaison. The school number is 01782 973760.

The tutor will speak to the necessary subject teacher. This may result in a referral to the special educational needs co-ordinator (SENCo)

The Special Educational Needs Co-ordinator is Mrs Rosey Whalley who can be contacted on 01782 973760 or via email at whalleyr@cedarsnewcastle.staffs.sch.uk

All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the curriculum
- Pupils who are failing to meet expected levels of progress are identified and their progress is discussed in meetings between any two or more of the following: the SENCo, the subject teacher, the Home Liaison or the leadership team
- Provision is determined using the continuous assessment cycle



If the review of the action taken indicates that “additional to and different from” support will be required, parents will be informed that the school considers their child may require further SEN support.

SEN support will be recorded on an individual Support Plan that will identify a clear set of expected outcomes. Progress towards these outcomes will be tracked and reviewed termly with the parents and pupil. If progress rates are still judged to be inadequate despite the delivery of high-quality interventions and quality whole class teaching, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Entrust Special Educational Needs and Inclusion Service (SENIS)
- Staffordshire County Council Educational Psychologist Service
- CAMHS (Child & Adolescent Mental Health Service)
- Autism Outreach Team
- SaLT (Speech and language Therapy)
- Hearing Impairment team
- Visual Impairment team
- Educational Welfare Officer
- School Nurse hub
- Physical and disability support service such as Occupational Therapy
- Social Services

How will the curriculum be matched to my child's needs?

Teachers plan using pupils' achievement levels, differentiating work to match the ability of pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

Students may have individually tailored timetables to suit their needs including a reduced timetable, alternative provision outside the school or one to-one tuition after normal school hours.

What additional support for learning is available at CEDARS? The Graduated Response

Stage 1 – Cedars' Universal Provision (all pupils)	Stage 2 – Early Intervention Support	Stage 3 – Targeted Provision		Stage 4 – Provision Over and above Targeted Provision
<p>Meet and Greet</p> <p>Induction group for first week at Cedars to support transition</p> <p>Small class sizes – less than six pupils</p> <p>Rewards – regular, considered and personalised praise, including reward stickers and praise assembly</p> <p>Practical activities</p> <p>Structured social times with games and interaction with staff</p> <p>Reflection time at end of each day with Home Liaison mentor</p> <p>Day sheets to support home-school links for behaviour and learning</p> <p>Inclusive classrooms – welcoming and supportive</p>	<p>Meet and Greet bespoke to promote emotional wellbeing</p> <p>Individualised Support Plan to assess needs and support required</p> <p>Referral to North Staffs Mind counsellor</p> <p>Coloured overlays</p> <p>Pencil/pen grips</p> <p>Scaffolding of tasks to support independent learning</p> <p>Written instructions</p> <p>Targeted verbal instructions</p> <p>Work broken down into shorter manageable chunks</p> <p>Starter task to focus at start of lesson – colouring</p> <p>SEN & Inclusion Hub referral</p>	<p>Social, Emotional and Mental Health</p>	<p>1:1 Mentor – Meet and Greet to promote emotional wellbeing</p> <p>TA support for dysregulation</p> <p>Emotion Coaching</p> <p>Restorative Practice</p> <p>Catch 22</p> <p>Early Help referral</p> <p>Alternative Provision placement</p> <p>CAMHS referral</p> <p>Educational Psychologist advice and intervention</p> <p>Modified timetable</p> <p>Staff training on autism/ADHD</p> <p>Support for attendance from Education Welfare Officer</p> <p>PROACT-SCIPr intervention to de-escalate behaviours</p>	<p>EAPDR (Enhanced Assess Plan Do Review)</p> <p>EHCP reviewed annually</p> <p>CAMHS intervention</p> <p>Educational Psychology advice and intervention</p> <p>Bespoke and highly individualised curriculum</p> <p>High levels of adult support and modelling to enable access to the curriculum and interventions</p> <p>Personalised resources</p> <p>Alternative Provision placement</p>

<p>staff, encouragement of independent learning with individual support if needed, structured groupings, carpeted rooms to reduced noise</p> <p>Quality First Teaching differentiated to meet individual needs</p> <p>Modelling of skills, outcomes and expectations by adults – behaviour, respect, learning and communication</p> <p>Individualised tasks and practical activities</p> <p>Assessment for learning and constructive feedback and feedforward</p> <p>Individualised targets</p> <p>Baseline assessments – Reading, Numeracy, Spelling</p> <p>Regular daily routines with high expectations</p> <p>Daily debrief to discuss concerns, consequences and strategies</p>	<p>Bespoke curriculum</p> <p>Visual timetable</p> <p>Access to quiet room for break and lunch</p> <p>Restorative Practice to manage conflict</p> <p>Emotion Coaching</p> <p>Individual Behaviour Plan</p> <p>Assessments/screening based on individual needs e.g.:</p> <ul style="list-style-type: none"> • Boxall Profile • SDQ assessment • ABC Form or STAR Chart for Significant Incidents of Behaviour • Observations of behaviour recorded on Coding Chart • Dyslexia Screener GL Assessment • Spence Children's Anxiety Scale (SCAS) • Adolescent Wellbeing Scale • Class Environment Checklist • Skills and Behaviour Checklist • Autism in Girls Checklist 		<p>Enhanced support from staff to manage changes to the timetable or staffing</p> <p>Re-evaluation of ABC Form/ STAR Chart for Significant Incidents of Behaviour</p> <p>Observations of behaviour recorded on Coding Chart</p> <p>Risk Assessment for Mental Health</p> <p>Care plan for self-harm</p> <p>Enhanced support from North Staffs Mind counsellor</p> <p>Mindfulness resources e.g. colouring</p> <p>Stay Well referral for emotional health and wellbeing support</p> <p>Trauma Informed Stoke-on-Trent and Staffordshire Resources (https://violencereductionalliance.co.uk/)</p>	
		<p>Communication and Interaction</p>	<p>Fidget toys, wobble cushion</p> <p>Highly-structured routines</p> <p>Quiet room for break and lunch</p> <p>Outdoor activities</p> <p>Emotion Coaching</p> <p>ELSA</p>	

<p>Attachment and Trauma Informed setting to support relationships and emotional regulation</p> <p>Enrichment activities</p> <p>Careers advice</p>	<ul style="list-style-type: none"> Autism Progression Framework Digit Memory Test or Auditory Memory Test Dyslexia-SpLD Trust Neurodiversity and/or Combined SpLD checklist Sensory Checklist <p>Pastoral support</p>		<p>Staff training on autism/ADHD</p> <p>Enhanced Home Liaison communication to reinforce positive behaviour and communication between home and school</p> <p>Risk Assessment for behaviour</p> <p>Individual Behaviour Plan</p> <p>Non-verbal communication aids e.g. red/green pens, mini whiteboard, notebook</p> <p>Speech and Language Therapy referral</p> <p>Regular access to a place of calm when needed such as when the pupil is overwhelmed by noise or distractions</p> <p>Modified resources – large print, speech to text, touch typing</p> <p>Autism Outreach referral</p>	
		Cognition and Learning	<p>1:1 Literacy intervention – phonics, accelerated reading – EPATT Phonics</p> <p>EPATT Spelling</p> <p>National Literacy Trust reading comprehension interventions – Empower, Represent and Game Changers</p> <p>1:1 Numeracy intervention- EPATT Number</p> <p>Handwriting support</p> <p>Reader</p> <p>Scribe</p>	

			<p>Word processor</p> <p>Extra Time</p> <p>SENISS referral to identify specific learning needs</p> <p>Staff training for specific learning needs</p> <p>Access to Assistive Technology – Computer Reader , speech to text, Reading Pen, word processor</p> <p>Alternative provision placement to provide bespoke curriculum meeting individual interests and needs</p> <p>Bespoke curriculum</p> <p>Learning tasks broken down into their smallest steps</p> <p>Educational Psychology advice</p> <p>Use of real objects for demonstrations</p> <p>Visual timetable</p>	
		Sensory and Physical	<p>Targeted teaching and learning methods to support individual sensory and/or physical needs e.g. low vision aids, touch screens, use of speech to text</p> <p>Individual risk assessment</p> <p>Individual bespoke curriculum</p> <p>Access to aids for mobility and learning</p>	

			Access to quiet areas for break and lunch	
			Speech and Language Therapy referral	

How will I know how my child is progressing?

- Every day you will receive a day sheet via email
- Every half term you will receive a report informing you about your child's progress, including behaviour and engagement in learning
- Opportunities are given for you to discuss your child's progress at the Parent/carers evening in the Spring Term

How are pupils' medical needs supported?

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with medical practitioners, parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the A policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014

What support is there for my child's overall well-being?

- We have a robust safeguarding policy and protocol in place. Student's health and well-being are a paramount concern
- A Personal, Social, Health and Economic (PSHE) curriculum is taught that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being
- All students have access to pastoral care, provided by their Home Liaison and/or Pastoral Support Officers.
- When appropriate, the school secures additional support for students from other agencies
- We have a robust anti-bullying policy and procedures to address any incidents
- The school employs a number of qualified First Aiders
- Where appropriate we initiate EHA (Early Help Assessments) and work closely with Health and Care practitioners to ensure students are provided with co-ordinated support
- Pupil and parent voice mechanisms are in place
- A North Staffs Mind Counsellor is available two days a week

What training do the staff supporting children and young people with SEN undertake?

There is ongoing sharing of good practice through regular staff briefings, meetings and feedback/advice by the leadership team.

The SENCo attends termly SENCo updates and has achieved the NASENCo (National Award for SEN Coordination).

The school has regular access to advice from specialist teachers, the Autism Outreach Team and Educational Psychologists.

How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

How accessible is the school environment?

- Car parking is available very close to the entrance of the school.
- There is a disabled toilet available for pupils, staff and visitors.
- There is a ramp down to the outside area

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition:

- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine
- Accompanied transition days to a new school will take place for SEN pupils transferring to or from other schools
- The SENCos of both schools will liaise in order to ensure a smooth transition.
- Pupil files will be shared between schools, including support plans, EAPDR One Forms and/or EHCPs

How does the school allocate and match resources to children's special educational needs?

Where the school receives funding to respond to the needs of pupils with SEN or where it might allocate part of its own budget the funding is used to provide:

- In-class support from teaching assistants
- Specialist support from teachers, Higher Level Teaching Assistants (HLTAs), or Pastoral Support Officers e.g. 1:1 tuition
- Bought in support from external agencies, e.g. Autism Outreach or the Educational Psychologist
- Provision of specialist resources and equipment, e.g. assessment software
- Staff training relating to SEN

How is the decision made about how much support a pupil will receive?

For pupils with SEN but without an Education, Health and Care Plan, the decision regarding the support required will be taken at joint meetings which may involve the head teacher, SENCo, teacher and parent. A referral may be made to the district SEND and Inclusion Hub, which may include a request for Enhanced Assess, Plan, Do, Review (EAPDR). For pupils with an Education, Health and Care Plan (EHCP), this decision will be reached when the plan is being produced or at the annual review.

How are parents of children with special educational needs involved in the education of their child?

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services

How is SEN provision evaluated?

The monitoring and evaluation of the effectiveness of our provision for our students with additional needs is carried out in the following ways:

- classroom observations by Senior Leaders
- ongoing assessment of progress
- work sampling
- informal feedback from all staff
- learner progress tracking using assessment data
- attendance records and liaison with EWO
- regular meetings about learners' progress between the SENCO and subject teachers
- The head teacher's reports to the Management Committee

Where can I get further advice and information?

Staffordshire Family Partnership service:

<https://www.staffs-iass.org/home.aspx>

Local Offer for Staffordshire County Council

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

SEND Support in Staffordshire (Staffordshire County Council)

<https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/SEND-support-in-Staffordshire.aspx>

Independent Provider of Special Education Advice (IPSEA)

<https://www.ipsea.org.uk/>