

Disapplication

(Schools Block Transfer)

2026-2027 and 2027-2028



UNCLASSIFIED

In 2026- 2027 we said we would:

Introduce an inclusive practice outreach service for schools which will support in the delivery of the inclusion framework.



Inclusion Support Team Structure

Business Development Officer
North
Georgia Phelps-Brown FT

Strategic Lead for Inclusive Mainstream Practice
Sarah Clough

Business Development Officer
South
Amanda Grant FT

North 1

North 2

South 1

South 2

**Inclusion Support
Advisory Teacher**

Kay Clarke (IQT) 0.6
Claire Heys 0.4

**Inclusion Support
Advisory Teacher**

Dawn Cranshaw (IQT)
0.6
Pari Shayestehroo 0.6

**Inclusion Support
Advisory Teacher**

Ali Williams 1FT

**Inclusion Support
Advisory Teacher**

Andrea Phelps Brown
(IQT) 1FT

**Inclusion Support
Advisory Teacher**

Emma Dowler 0.6
Stef Williams 0.4

**Inclusion Support
Advisory Teacher**

Stephanie Revill 0.8

**Inclusion Support
Advisory Teacher**

Karen Flannery 0.8

**Inclusion Support
Advisory Teacher**

Natalie Berrington 0.6
Sally Plummer 0.4



TOGETHER for Children and Young People

Together we will make Cheshire East a great place to be young

Inclusion Framework

School Name:

Attendees:

Date:





1. Belonging



2. Responsibility



3. Opportunity



4. Celebration



5. Flexibility



6. Identification



7. Provision



8. Co-production



Provision

A clear, graduated approach should be followed with appropriate support and intervention when pupils needs are more than what is ordinarily available. This should be monitored and reviewed.

	RAG	Notes and links
We use evidence-based interventions and monitor the impact of the interventions to ensure they are having a positive impact across the four broad areas of need.		
Our SEND learners have a clear plan with interventions and support planned in and we ensure we follow the 'assess, plan, do, review' approach three times a year.		
Our learners with an EHCP have a timely annual review each year.		
We ensure our SEND learners have an appropriate balance of whole class, small group and individual intervention and support in line with their specific needs.		
We monitor the progress and well-being of all learners, especially those who are vulnerable or have SEND, who are identified as being at risk of exclusion or low attendance and plan appropriate proactive interventions to support.		
We access the appropriate funding streams and support services to support the needs of our SEND and vulnerable learners		
We are clear about our development areas in terms of interventions, environment and provision and have plans to outline next steps.		
We have a provision map to demonstrate a graduated approach to intervention, support and provision across the four broad areas of need.		
We ensure risk assessments/RAMP are in place and appropriately shared to ensure proactive and reactive mitigations are planned. These are regularly reviewed with all concerned.		
We use technology to support access and inclusion for learners who require it.		
Where pupils attend alternative or off-site provision, a named staff member monitors the suitability of the provision, has contact with the provision and regularly reviews the impact		
We use off-site direction to improve future behaviour as part of an effectively planned curriculum.		

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Inclusion Impact Plan



Over the next year, we will improve inclusion by focusing on... (Date)		• What will pupils be doing differently? • What will staff be doing differently? • What measurable outcomes will show success?	
3-month actions...	Who?	Intended impact	Outcome (Date)
6-month actions...	Who?	Intended impact	Outcome (Date)
12-month actions...	Who?	Intended impact	Outcome (Date)
Additional notes			

Inclusive Mainstream Practice

Inclusion Framework to be used as the delivery mechanism

- Target audience: All mainstream schools and Post 16 settings
- Delivered in all schools/Post 16 settings in Cheshire East by the Inclusion Support Team via locality working.
- Will include: action planning for inclusion, targeted training and guidance, signposting to support and resources etc. Leading to workforce development.

In addition we have:

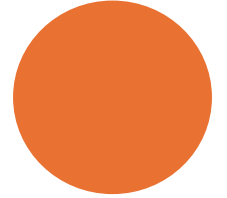
SENCO development networks (development days and twilights)

- Target audience: School/setting SENCOs

Spotlight on inclusion events

- Target audience: All partners and settings, including parents, health and social care
- ‘A spotlight on ...’ different aspects of inclusion





Just part of our Inclusion support Offer

- Inclusive Mainstream Practice
- Experts At Hand
- Remodelling of existing support around locality working



In 2026- 2027 we said we would:

Provide School Support Services

- Sensory Inclusion Service (visual and hearing impairment)
- Cheshire East Autism Team

Enabling us to continue to deliver non-statutory specialist support.

In addition we have:





Cheshire East Inclusion Support Offer: Including Inclusive Mainstream Practice and Experts At Hand Structure

Business Support and
Data Role

Strategic Lead for Inclusive
Mainstream Practice

Business Support and
Data Role

North 1

Inclusion Support Officer
1 x FT

Inclusion Support Officer
1 x FT

Specialist Teacher
(Cheshire East Autism Team)

Educational Psychologist

Assistant Educational
Psychologist

North 2

Inclusion Support Officer
1 x FT

Inclusion Support Officer
1 x FT

Specialist Teacher
(Cheshire East Autism Team)

Educational Psychologist

Assistant Educational
Psychologist

South 1

Inclusion Support Officer
1 x FT

Inclusion Support Officer
1 x FT

Specialist Teacher
(Cheshire East Autism Team)

Educational Psychologist

Assistant Educational
Psychologist

South 2

Inclusion Support Officer
1 x FT

Inclusion Support Officer
1 x FT

Specialist Teacher
(Cheshire East Autism Team)

Educational Psychologist

Assistant Educational
Psychologist

Sensory Inclusion Service

Special School Outreach

Parent Carer

Special School Outreach

Parent Carer

Sensory Inclusion Service

Special School Outreach

Parent Carer

Special School Outreach

Parent Carer

Just Drop In
Mental Health Support Team

Visyon
Mental Health Support Team

OFFICIAL



Cheshire East Inclusive Mainstream Practice: Experts at hand Structure

Strategic Lead for Inclusive
Mainstream Practice

North 1

Speech and language therapy
services

Sensory Processing
Occupational Therapy
Support Service (SPOTTS)
and Occupational Therapy
(OT) service

0 – 19 health service

North 2

Speech and language therapy
services

Sensory Processing
Occupational Therapy
Support Service (SPOTTS)
and Occupational Therapy
(OT) service

South 1

Speech and language therapy
services

Sensory Processing
Occupational Therapy
Support Service (SPOTTS)
and Occupational Therapy
(OT) service

0 – 19 health service

South 2

Speech and language therapy
services

Sensory Processing
Occupational Therapy
Support Service (SPOTTS)
and Occupational Therapy
(OT) service

Inclusion Support



Role	Name	Email address
Strategic Lead for Inclusive Mainstream Practice	Sarah Clough	Sarah.clough@cheshireeast.gov.uk
Inclusion Support Advisory Teacher		
Transition officer		
CEAT link		
EP link		
Hearing impairment link		
Vision impairment link		
Early years inclusion link (PQIP)		
Outreach link		
Mental health link		
Partnership early help officer		
Virtual school adviser		

[illegible]

In 2026- 2027 we said we would:

Provide Outreach Support

- to enable integration and transition of children from specialist or alternative provision to mainstream settings

In addition we have:



Inclusion Forum

Inclusion forum (targeted)

- Case led mechanism for multi-agency support prior to a request for a needs assessment
- Target audience: All mainstream schools/settings.

Inclusion forum (targeted +)

- Case led mechanism for multi-agency support prior to a request for a change of placement/risk of exclusion
- Target audience: All mainstream schools/settings.



Specialist support for your school

A coordinated Cheshire East offer to help mainstream settings build confidence, capacity and inclusive practice

What support could look like

Specialist advice Observation, practical strategies and advice around individual pupils or groups.

Coaching & modelling Working alongside teachers, TAs and SENCOs to model approaches and build staff confidence.

Inclusive practice Support with communication, learning and curriculum access.

Building capacity Support designed to leave sustainable practice in school, not create dependency.

How to access support

- 1 Request** Submit a request for support through the Cheshire East portal.
- 2 Review** The request is considered through the multi-agency process.
- 3 Match** The right service or specialist school is identified.
- 4 Work together** Support is agreed with your school and delivered in context.
- 5 Review impact** Strategies and next steps are reviewed with your team.

The aim is early, practical support that strengthens what your school can confidently provide.

A network of specialist expertise across Cheshire East

Support can be matched by geography, pupil need and the expertise required

SOUTH

Springfield – Crewe 4–18

Cognition & learning • MLD/SLD/PMLD • autism
• communication & interaction

Adelaide – Crewe 9–18

SEMH • therapeutic education

Cornerstone – Crewe 5–11

Primary alternative provision

NORTH

Springfield – Wilmslow 4–18

Cognition & learning • MLD/SLD/PMLD • autism
• communication & interaction

Park Lane – Macclesfield 4–19

SLD/PMLD • complex physical, sensory,
communication & medical needs

Adelaide Heath – Knutsford 8–18

SEMH • nurturing & therapeutic approaches

CHESHIRE EAST-WIDE

The Axis Academy – Crewe 4–18

SEMH • complex behavioural & emotional needs

Church Lawton School 4–19

Autism-specific education • communication •
sensory needs

One network • different specialisms • a shared aim: helping mainstream schools meet needs earlier and more confidently.

In 2026- 2027 we said we would:

Provide targeted SEN Funding

This would be additional funding provided to schools
(based on a formula linked to the notional SEN).

Provides additional funding and support to schools with
high proportions of pupils with an EHCP.



In 2026- 2027 we said we would:

Introduce a mechanism for schools to access additional funding (pilot)

Provide access to funding to support the inclusion of individual high needs children who do not have an EHCP but are identified as SEN support. This will be linked to individual provision map costings.



Inclusion Funding



Mechanism for schools to access additional funding

- The Inclusion Funding Panel will provide additional high – needs funding to support children and young people with SEND in Cheshire East mainstream schools and settings.
- The aim is to enable early intervention and timely support without requiring an Education, Health and Care Plan (EHCP). Pupils with an EHCP are not eligible.

In 2026- 2027 we said we would:

Commission Alternative Provision

Purchase a block commission of AP places for primary aged pupils. This provides a reduced cost for primary schools when utilising the service.

In addition we have:



Secondary Alternative Provision

- We are in the process of finalising plans to provide an AP offer as a satellite of The Fermain to secondary schools in Crewe using The Dome as a base.
- The 40 places (part time) will be place funded from the HNB and schools will pay the top up per place. Exact costs are being finalised. This is not from the disapplication but from HNB.



This year's disapplication

In summary:

- We would like to continue delivering all the provision and support that we have committed to this year, while also ensuring that the additional initiatives introduced remain sustainable and effective.
- To achieve this, we recognise that school budgets are under increasing pressure. We will therefore make use of available grant funding such as Experts At Hand wherever possible, in line with funding conditions, to help support and maintain these initiatives.
- We are asking School Forum to approve a 0.5% transfer this year to enable us to continue delivering these commitments and priorities.

