



SEN Information Report

Introduction

At Westleigh Methodist Primary School we aim to provide a broad and balanced curriculum for **all** children, who at any time might be in need of special educational provision with regard to their academic, emotional or physical abilities. Systems have been implemented for early identification of barriers to learning and participation and we aim to minimise those barriers and maximise resources to support learning and involvement.

How does Westleigh Methodist Primary School Know if my child needs extra support?

Westleigh Methodist Primary School recognises that children have special educational need or disability (SEND) if they have a learning difficulty in one of the four areas of SEND:

- **Communication and interaction-** this includes speech and language difficulties, attention and understanding
- **Cognition and learning-** children not working at a level within a one or more subjects appropriate to their age and year group
- **Social, mental and emotional health-** previously known as BESD. The Pastoral Manager will be involved with children with a difficulty in this area
- **Sensory and/ or physical-** children who have a hearing or sight impairment, or require adaptations to the environment or resources to access the curriculum.

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils. This is achieved through a graduated approach, adopting 'Notice, Check and Try' strategy which triggers the graduated approach.

We recognise that a child has a learning difficulty if he/she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has been identified as having a specific learning difficulty such as dyslexia, dyspraxia.
- Has a disability that prevents the child from making use of educational facilities of a kind generally provided for children of the same age, in schools within the area of the local education authority.

The Disability and Discrimination Act (DDA) defines a disability as:

"a physical or mental impairment which has a substantial and long term adverse effect on (a person's) ability to carry out normal day to day activities".

In school, we recognise that a child has a disability if they have:

- difficulty getting to and from school, or moving around school
- manual dexterity; holding a pen, using tools or throwing or catching a ball
- difficulty carrying objects
- difficulty controlling the need to go to the toilet
- difficulty hearing or seeing



Who will support my child at Westleigh Primary School?

There are a number of key staff who will support your child:

Your child's class teacher, who will make sure that the tasks set for your child are appropriate and accessible. The class teacher will inform the parent/ carer of any additional provision and targets.

Teaching Assistants and Higher Level Teaching Assistants, who support children in class and carry out interventions.

The Special Educational Needs Coordinator (SENDCo) who co-ordinates the provision of SEN throughout the school. They will ensure the school is effective in its arrangements and provision for children with SEN, attending regular local authority meetings and keeping up to date with any national changes, Ofsted guidance.

The SEN School Governor works with the SENDCo in leading SEN throughout the school. The Governors receive a termly report from the SENDCo to keep them updated with provision in school and any updates.

Are there other professionals who can support my child?

We aim to ensure that a child with special educational needs and disability have his/her needs met, we liaise with appropriate support/children's agencies, including:

- **Speech and Language Therapist**- they work both in and out of school to complete assessments and provide strategies for home and school for children with communication, speech and language difficulties.
- **Educational Psychologist**- completes assessments and offers advice for home and school for children requiring specialist provision or not making adequate progress.
- **Target Education Support Service**- completes assessments in school for children causing concern within class. They also offer training for staff to support children with specific needs.
- **Occupational Therapy Service** - identify areas where a child's function, participation and independence at school, home and the community can be improved.
- **Outreach**- a qualified teacher from various special schools in the area can offer support and advice for children with specific needs
- **Early learning and Childcare team (ELCC)** - for children in our nursery and reception, with agreement from parents. They observe and offer advice. For children who may need additional support when they start in reception class, it is important that they are known to the ELCC.
- **Secondary schools**- we work closely with the SENDCo's at the high schools to ensure a successful transition. This may involve information sharing, training on specific intervention programmes or extra visits to the high school for children with special educational needs.



Will staff receive training to support my child appropriately?

We provide teachers and teaching assistants with support, expertise, resources and training in order to assist them in planning and providing a relevant and differentiated curriculum for all pupils. Westleigh Methodist Staff have received the following training/awards:

Training and Awards at Westleigh Methodist

Communication & Interaction

ELKLAN – key members of staff across EYFS, KS1 and KS2 have the skills and knowledge to support children with communication, speech and language difficulties, using ELKLAN strategies.

Cognition & Learning

Sound Write – A highly structured, multi-sensory phonics programme aimed to support children in reading and writing.

Precision Teaching – Staff have received training to support individual pupils or who are experiencing difficulty with acquiring or maintaining some skills.

Numicon – Staff have been trained in this multi-sensory approach to support pupils understanding of number.

Read Write Inc. Phonics – All staff have been trained to deliver a reading and writing programme and interventions to develop children's accuracy and fluency in reading.

SEN & Differentiation training

Social, Emotional & Mental

Nurture
Zones of Regulation
LEGO Therapy
School Counsellor
Trauma Release
Social Stories
Mindfulness, EFT Training
Emotional behaviour training
Sensory Sensitivities in the Classroom
De-escalation training
Autism Awareness

Physical & Sensory

Safe Teach – specific training in de-escalation and positive behaviour techniques.

Funky Fingers – to build pupils fine and gross motor skills.



How will my child's progress be assessed and monitored?

Classroom practice and provision is monitored on a regular basis and pupil progress is monitored by class teachers and the Senior Leadership Team regularly. Assessment may include progress in areas other than attainment, for example, within the four areas of SEND. Children who make smaller amounts of progress within their year group expectations and those working below the National Curriculum level, will be assessed using an additional assessment method, BSquared. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

How do we make adaptations to the curriculum and learning environment?

At Westleigh Methodist Primary school we aim to deliver high quality provision to meet the needs of all children and young people with additional needs. We do so in line with sections 1.24 and 1.25 of the SEND Code of Practice. Despite differentiation and other arrangements, if a child makes little progress due to underachievement / sensory / physical or communication / interaction difficulties details of provision and programmes for support will be documented as a Pupil Profile or an Assess Plan Do Review (ADPR) by the Class Teacher and SENDCO. A child will be added to the SEN list and monitored as having a low level need (LLN) or a high level need (HLN). The child's parents/carers will be invited into school to discuss the child's needs with the Class Teacher.

All Children	Low Level Need (LLN)
<p>Support and challenge is provided through quality first teaching in order to develop resilience and independency alongside knowledge and skills.</p> <p>Children will be set suitable learning challenges across the curriculum.</p>	<p>Children working lower than the national expectation for their age and/ or require support from staff in school they are identified as LLN. These children may receive extra support from a teacher/ teaching assistant, work in small groups and/or may require additional resources to support their learning.</p> <p>An All About Me Profile is completed and parents/carers are invited for a termly review meeting.</p>
High Level Need (HLN)	Education, Health Care Plan (EHCP)
<p>In addition to a Pupil Profile, parents/carers are invited to a half-termly Assess Plan Do Review meeting with the teacher to set achievable, short term targets and review the provision/programmes of support. Children are likely to have external agency involvement.</p>	<p>Where provision and support for children exceeds £6,000 per year and a child is not making appropriate progress despite additional intervention and support including a range of expert advice and specialist assessments an Education, Health and Care Plan may be considered. The school will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND.</p>



How will my child be involved about choices in their education?

- Regular child questionnaires are completed by children throughout the school formally and informally to gain their perspective on the education and school life. This will include what's working well and areas for development.
- Children are always involved in target setting and review their progress. This may be completed formally with a class teacher and informally as part of self or peer assessment.
- Children with an Assess, Plan, Do Review will be involved in reviewing their individual targets set and support with setting the next steps.

How will I be involved in my child's education?

Parents/carers can meet with the staff at any time to discuss provision and progress as we operate an open door policy. We value their knowledge, views and experience in relation to their child's needs.

How can I be involved?	When?	Who can attend?	Who can I meet with?
Open door policy	At any time	Parents/carers, family members	Class teacher, Headteacher, SENDCo or Pastoral Manager.
Parent questionnaires	Annually	Parents/carers, family members	Questionnaires will be evaluated by the Senior Leadership Team.
Parent forum – to discuss an issues/suggestions from parents	Termly	Parents/carers	Headteacher
Parents evenings	Autumn Term Spring term	Parents/carers, family members	Class teacher
Annual Education Health Care (EHCP) reviews	Annually	Parents/carers of pupils with an EHCP	SENDCo, Local Authority representative and external agencies involved in your child's education.
Parent volunteers	Parent volunteers come into school to hear children read.		
Parent governor	We have parent representative on the Governing Body, who is responsible for airing the views of all parents at the school.		



Will Westleigh Methodist support my child to join, or transfer to a new school?

- If your child is joining our school in the Reception class, previous documentation from your child's Nursery and/ or external agencies will be collected by the SENDCo. We have an intensive transition programme which gives the opportunity for you and your child to visit the Reception class and to meet the staff. Meetings will be held by professionals involved to ensure a smooth transition.
- If your child is moving from another school to Westleigh Methodist Primary School, documentation will be passed to us from the previous school, and important information will be communicated to us, either by phone or within a meeting, where appropriate. You and your child will have an invitation to come and visit the school, but you may visit as many times as you wish to ensure a smooth transition. Your child's class teacher and other relevant staff will be fully notified over your child's needs and abilities.
- For children moving to another school, relevant information will be passed on and communicated to the staff, either over the phone or within a meeting. If your child is moving to high school, the SENDCo from both school will meet to discuss needs and specific intervention programmes. Where relevant, your child may visit the school more regularly towards the end of term in Year 6 to ensure they are prepared.

Will my child's emotional and social development be supported?

At Westleigh Methodist Primary School, children's well-being is at the heart of everything we do, and support is provided in different ways. Various policies ensure that children are kept safe and healthy whilst in school. Our Pastoral Manager provides pastoral support to all children and families, including those with SEN where appropriate, alongside the SENDCo. We have a number of staff trained in First Aid. Where a child has a specific medical need, staff will be trained to support your child.

How accessible is Westleigh Methodist Primary School?


- The building is wheelchair accessible, either from the inside or outside. Classrooms are adapted to ensure that a wheelchair can move around the room.
- There is a disabled toilet in the building, where changing can take place.
- For children with hearing impairments, staff will follow recommendations from the Children's Audiology Service.
- For children with visual impairments, relevant equipment will be used in the classroom and recommendations will be followed from the Specialist Sensory Education Team, if applicable.
- Where children cannot effectively communicate verbally, signs and visual resources will be used to ensure the child's needs can be met.

- Where families have EAL, we use services from the Local Authority to translate where necessary.

In addition to our policy for Equal Opportunities, our School Accessibility Plan includes further details regarding our access arrangements and how we comply with educational legislation.

Where can I find more information about support available in Wigan?

Your child's class teacher is your first contact if you wish to discuss your child's progress or any concerns you may have. Alternatively, you can arrange to speak the SENDCo or Pastoral Manager.

Useful websites	
<p>Wigan Local Authority Local Offer <i>(please click on the picture below to visit the page)</i></p> 	<p>Westleigh Methodist Primary School SEND Policy</p> <p>https://www.westleighmethodist.wigan.sch.uk/key-information/policies</p>
<p>Speech and Language Therapy Service</p> <p>https://www.wwl.nhs.uk/childrens-salt-referrals-and-appointments</p>	<p>The Autism Pathway and Service</p> <p>https://www.wigan.gov.uk/Business/Professionals/Educational-support/ASC-Pathway-Service.aspx</p>
Useful contacts	
<p>School office 01942 702967</p>	<p>Wigan SENDS Team 01942 486136</p>

What if I am not happy with the provision my child is receiving?

Your child's class teacher is your first contact if you wish to discuss your child's progress or any concerns you may have.

Alternatively, you can arrange to speak the Special Educational Needs Coordinator (Mrs. Hilton-Fahey) or Pastoral Manager (Mrs S Williams). Please contact the school office on 01942 702967.

For information about the support the Local Authority provide, please click the link below. Any complaints regarding SEND can be directed to the Chair of Governors, Mr S Pilkington or Wigan Local Authority.

<https://www.wigan.gov.uk/Council/Contact-us/SchoolComplaintsProcedure.aspx>