



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 require special educational provision to support their needs. Systems have been implemented for early identification of barriers to learning and participation and we aim to minimise 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-** the Pastoral Manager may 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.

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

Identifying children who require additional support.

We have a clear approach to identifying children who may need additional support to access the curriculum. This is achieved through a graduated approach:

- Home visits and transitional meetings, involving children and parents, prior to entry into Early Years Foundation Stage (EYFS).
- EYFS observations and data.
- Teachers' continuous formal and summative assessment. This allows for identification of children not meeting age-related targets and, therefore, not making expected levels of progress.
- Termly meetings between teachers and the headteacher to identify children who are not making expected levels of progress.
- Meetings with the school's SENDCo to discuss concerns.
- The SENDCo may seek support or advice from outside agencies for children who need additional support or assessment.
- Observations carried out by outside agencies.
- Reports from outside agencies.

What is the school's approach to teaching children with special educational needs?

If a concern is raised...

Westleigh Methodist Primary School has an inclusive approach to the education of all children so that they can access the whole curriculum. We are strongly committed to ensuring that all children receive high quality first teaching. As part of our inclusive strategy, children will be educated within their classroom however, some interventions may take place outside of the classroom, to be further personalised.

If, despite intervention, a child is still not making progress...

The Epworth Trust graduated approach will be followed. This will involve a period of, 'Notice, Try and Check'. Interventions and/or provision will be planned and monitored by the Class Teacher and SENDCo.

If a child continues to have difficulty after intervention, or requires a high level of support to access the curriculum...

Children will be considered to have Special Educational Needs (SEN) and will be placed on the SEN list. A child will have an 'All About Me' profile to summarise their needs. If a child is LLN (ii) or HLN an 'Assess, Plan, Do, Review' support plan will be written by the Class Teacher, in consultation with the SENDCo. Plans are reviewed with parents, termly for children at low-level need, and half-termly for high-level need children. Specialist support will be sought from external agencies.

A child does not make progress despite additional intervention and support including a range of expert advice and specialist assessments...

An Education, Health and Care Plan will be considered. The school will, in consultation with the child and parents/carers, request a statutory assessment of 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.

Adaptations to enable children to access curriculum content are planned for, by teachers, across all curriculum areas. Adaptation means that there is an appropriate level of challenge and support to match the needs of all learners.

Low Level Need (LLN)	
Children will be working lower than the national expectation for their age and require some support from staff in school. 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. Children will be provided with adaptations where appropriate and additional resources to help, such as word banks or manipulatives and alternative ways to record their understanding of a studied concept.	
High Level Need (HLN)	Education, Health Care Plan (EHCP)
Children may have a different task to access their learning; they may have a different output to demonstrate and share their knowledge and understanding; they will have varying levels of targets and expectations; additional or varied resources; adult or peer support and adjusted length of time to complete an activity. Children are likely to have external agency support and staff will follow this advice.	Children will receive the support outlined in their EHC plan. Their 'Assess Plan Do Review' support plan will focus on smaller steps taken from the EHC plan. Children may be supported 1:1 or within a group, within the classroom or in an intervention room. EHC plans will be reviewed annually.

Who will support my child at Westleigh Methodist Primary School?

There are several key staff who will support your child:

Your child's Class Teacher 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 support children in class and carry out interventions.

The Special Educational Needs Coordinator (SENDCo) 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 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/or disability have his/her needs met, we liaise with appropriate support/children's agencies, including:

- **Speech and Language Therapists** - who work both in and out of school to complete assessments and provide strategies for children with communication, speech, and language difficulties.
- **Educational Psychologist**- completes assessments/observations and provides advice for home and school.
- **Occupational Therapy Service** - identify areas where a child's function, participation and independence at school, home and the community can be supported.
- **Outreach**- a qualified teacher from a Wigan Council Special School will offer support and advice for children with specific needs.
- **Early learning and Childcare team (ELCC)** – to support children in our nursery and reception classes. They observe and provide advice.
- **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.
- **GP's/ Hospital professionals/Paediatricians**
- **Ethnic Minority Achievement Support (EMAS)**
- **Local Authority SEND team and Early Years SEND team**

How is expertise secured for teaching staff and others working with children with special educational needs?

Westleigh Methodist Primary School is part of the Epworth Education Trust and as such has a supportive network of experienced SENDCos across the Epworth family of schools.

The SENDCo holds the National Award for Special Educational Needs. The SENDCo also attends training and meetings for SEND within the Local Authority to keep up to date about available services and developments.

We provide teachers and teaching assistants with support, expertise, resources, and training to assist them in planning and providing a relevant and adapted curriculum for all pupils.

Training and Awards at Westleigh Methodist	
<p><u>Communication & Interaction</u></p> <p>ELKLAN</p> <p>WellComm</p> <p>Autism Awareness</p>	<p><u>Cognition & Learning</u></p> <p>Read Write Inc. Phonics</p> <p>Read Write Inc. Fresh Start</p> <p>Precision Teaching</p>
<p><u>Social, Emotional & Mental</u></p> <p>Safe Teach</p> <p>Nurture</p> <p>Zones of Regulation</p> <p>LEGO Therapy</p> <p>Trauma Release</p>	<p><u>Physical & Sensory</u></p> <p>Funky Fingers</p> <p>Sensory Sensitivities in the Classroom</p>

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

Pupil progress is monitored by Class Teachers and the Senior Leadership Team termly. We have a rigorous progress tracking system in school and use FFT Aspire.

For children working below the National Curriculum level, they may be assessed using alternative assessment methods, including BSquared. The SENDCo meets with the Class Teacher termly to discuss provision and progress of children. Staff will then set small, appropriate targets for identified pupils.

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

- Regular pupil voice opportunities 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 reviewing 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 and EHCP 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	Children, parents/carers	Class teacher, Headteacher, SENDCo or Pastoral Manager.
Parent questionnaires	Annually	Parents/carers	Questionnaires will be evaluated by the Senior Leadership Team.
Parent forum	Termly	Parents/carers	Headteacher
Parents evenings	Autumn Term Spring term	Children, parents/carers	Class Teacher
Assess Plan Do Review Meetings	Termly	Children, parents/carers	Class Teacher / SENDCo
Annual Education Health Care (EHCP) reviews	Annually	Children, parents/carers	SENDCo, Local Authority representative and external agencies involved in your child's education.
Parent governor	We have parent representative on the Governing Body, who is responsible for airing the views of all parents at the school.		

Transition

In the Early Years Foundation Stage:

- home visits
- transition days within school are arranged for children to meet their teacher and peers.
- the Class Teacher or SENDCo, will visit a child's current nursery setting.

Preparing for secondary education:

- open days and school visits with our partner high schools
- assessment and progress data, attendance and behavioural information, pastoral information and SEND reports are collated and forwarded to the chosen high school.
- if your child has an EHC Plan, the SENDCo of the chosen high school will be invited to attend the Annual Review Meeting, during the summer term, at the end of Year 6.

What support is there for my child's wellbeing?

At Westleigh Methodist Primary School we support the wellbeing of every child. We have a Pastoral Manager who provides support to children with SEND where appropriate. They also support behaviour and attendance. If a child has a medical need, there are trained first aiders available through school. The SENDCo and Pastoral Manager facilitate pupil voice, where children have opportunities to share their views about their provision. They may do this through communication with their Class Teacher, Teaching Assistant or filling in a pupil voice sheet. We also have the support of a School Counsellor.

How accessible is Westleigh Methodist Primary School?

- Adaptations have been made to make school accessible for wheelchair users.
- Adjustments would be considered, and reasonable, necessary changes and accommodations would be sought to be made, on a case by case basis, following an application.
- School has clearly sign posted fire procedures and completes practice drills. Personal Emergency Evacuation Plans (PEEPs) are put in place for identified pupils following discussion with staff and parents.
- Our School Accessibility Plan includes further details regarding our access arrangements for disabled pupils and how we comply with educational legislation.
- In addition to our policy for Equal Opportunities 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?

Useful websites		
Wigan Local Authority Local Offer 	Occupational Therapy Service 	Hearing and Vision Support 
Speech and Language Therapy Service 	The Autism Pathway and Service 	
Useful contacts		
School office 01942 702967	Wigan SENDS Team 01942 486136	

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). Please contact the school office on 01942 702967.

Any complaints regarding SEND can be directed to the Headteacher Mrs. Burkes or Chair of Governors, Mr. Pilkington.

For information about the support the Local Authority provide, please click the link below.

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