

Wigan St. Andrew's C of E Primary School



Special Educational Needs and Disability Information Report (January 2025)

At Wigan St. Andrew's C of E Primary School our Christian values underpin every aspect of school life.

Mission Statement:
"With God All Things Are Possible."

Wigan St. Andrew's Primary School is supported by the Local Authority to ensure that the needs of all children with special educational needs or disabilities are met.

What is the local offer?

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN (Special Educational Needs) and their families. This easy to understand information will set out what is normally available in schools to help children with a range of needs as well as the options available to support families who need additional help to care for their child. We will ensure that all barriers to equal access in our school are removed or overcome. We will monitor and track progress of all children so that the support provided is as effective as possible. We welcome and encourage the full engagement of parents and carers and where necessary, seek support and advice from specialists outside school, to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

What will it do?

The purpose of the local offer is not only to improve choice and transparency, but to make provision more responsive to local need, through the involvement of all children and their families.

Where can I find the Local Offer?

The following link provides access to the home page of Wigan's Local Offer:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

How does the school know if children need extra help?

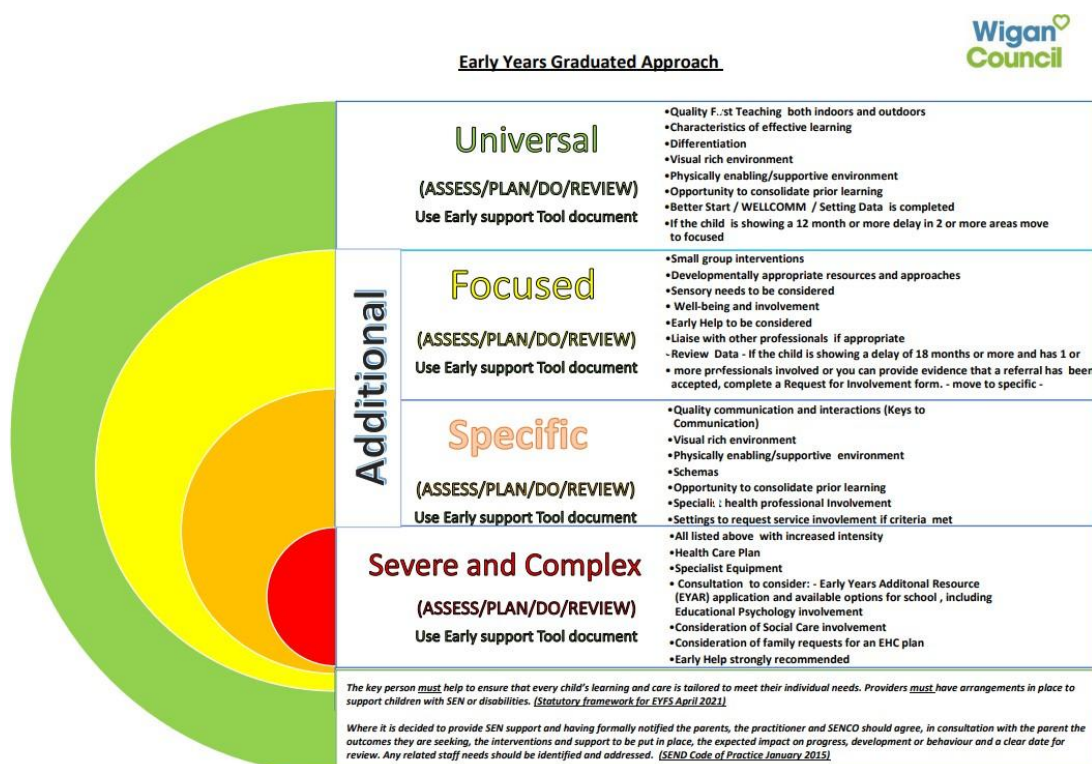
- Children are assessed on a regular basis (half-termly). All results are recorded, analysed and compared to the national average. Teachers will identify any children whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap;

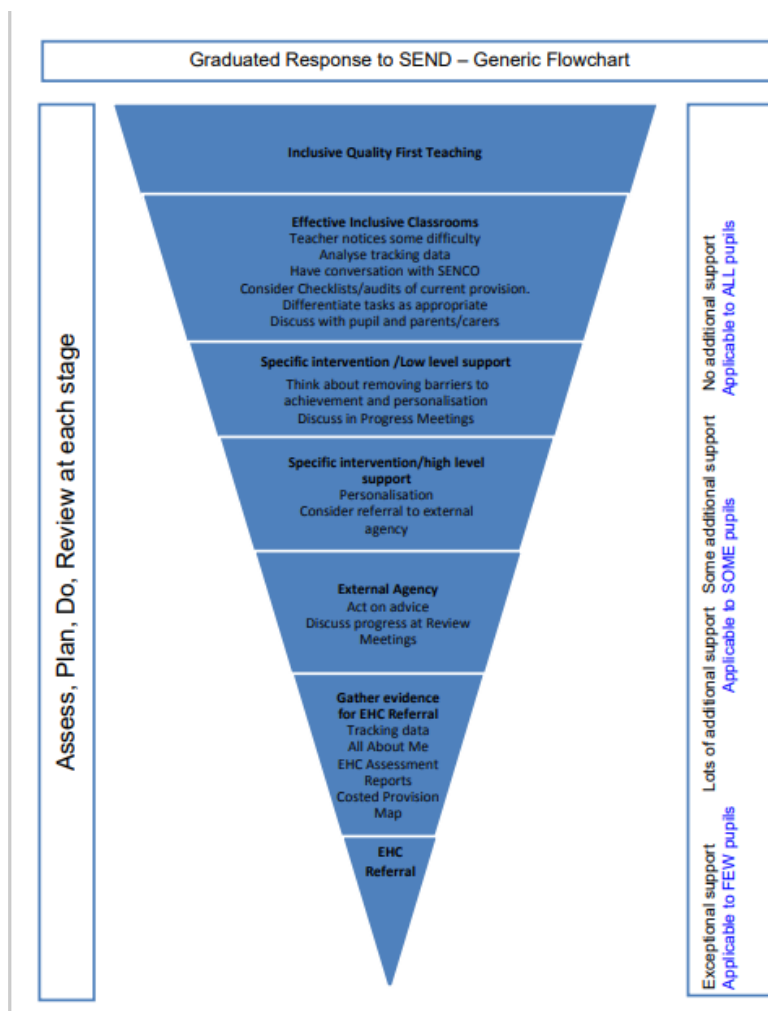
This may include progress in areas other than attainment, for example: social, emotional or mental health needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

- The above concerns will be discussed with the school SENDCo (Miss. H Taylor), who will then advise about relevant interventions and support. At the point of identification, colleagues will work together to identify what action is required and furthermore **all** of a pupil's needs.
- Together with parents, we will plan how to support your child and closely monitor the progress that they make. We will then use this information to assess whether your child should receive SEND support.
- The teachers in the Early Years, with the support of the SENDCo, follow the graduated approach as set out by Wigan Council. This is a child-centred approach to supporting children with SEND, involving parents and carers through each of the stages.



- The teachers in the KS1 & KS2 (Years 1-6), with the support of the SENDCo, utilise the following graduated approach as set out by Wigan Council. This is a child-centred approach to supporting children with SEND, involving parents and carers through each of the stages.



What kinds of SEND are catered for at Wigan St. Andrew's Primary School?

Our school currently provides additional and/or different provision for a range of needs within the following categories:

- Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties;
- Cognition and learning**, for example, dyslexia, dyspraxia;
- Social, emotional and mental health difficulties**, for example, attention deficit

hyperactivity disorder (ADHD);

- ✚ **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;

- ✚ **Moderate/severe/profound and multiple learning difficulties.**

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

- ✚ Any initial concerns should be discussed with the class teacher.
- ✚ Meetings can then be held with the SENDCo in order to discuss next steps.

How will Wigan St.Andrew's staff support my child?

- ✚ Class teachers will to the best of their ability ensure that all children are given the support required to access the curriculum according to their needs and ability.
- ✚ If necessary, children will be placed on an Individual SEND support plan, which is devised by teachers in collaboration with the child (where appropriate) and their parents/carers. This will highlight the child's strengths, areas for development and therefore priority areas to be addressed. Furthermore, will highlight the individual learner's hopes and wishes. (Information regarding medical conditions/medication and external agency involvement will also be noted on individual plans.)
- ✚ The school SENDCo oversees the support and progress of any children requiring additional support across school. Class teachers will ensure that the school SENDCo is made aware of any child who is considered to need extra support or is placed on a SEND support plan. Through discussion with parents/carers, relevant subject coordinators and the child's class teacher, the SEND Coordinator will ensure that interventions are in place to provide extra support and if necessary, will ensure that appropriate referrals to outside agencies are made in order to further support the child's needs.
- ✚ Any children identified as having a special education need will be discussed at termly pupil progress meetings. (These discussions will formulate key priorities to be discussed at both the autumn, spring and summer term SEND planning meetings.)

- ✚ The class teacher will oversee, plan and work with children identified as SEND. A Teaching Assistant (TA) may also work with your child either individually or as part of a group if the class teacher sees this as necessary.
- ✚ For those children working 'significantly below' age related expectations the B-Squared Progression Steps will be used to track small steps of progress.
- ✚ All members of staff working alongside those children being tracked using the B-Squared Progression Steps will contribute to the assessment and monitoring of such objectives (assessments will consider both in-class learning and learning that takes place in targeted groups/ interventions).
- ✚ If after two or three terms, it is felt that your child has needs that require more than fifteen hours support per week and your child meets specific criteria, school will consider gathering evidence and making an application to the Local Authority for consideration of an Education Health Care Plan (EHCP). A keyworker can support the family through the process, if necessary, and a panel of professionals will decide if support through EHCP funding is appropriate to meet the child's needs.

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

- ✚ We pride ourselves on excellent, quality first teaching;
- ✚ Work is appropriately adapted or differentiated in order to ensure pupils have the opportunity to access learning and 'dig deeper';
- ✚ School use a variety of multi-sensory apparatus to support individual learners and lessons are organised according to the needs of the children present.
- ✚ Timetables are personalised and amended when felt necessary to ensure the best outcomes are promoted for all pupils.
- ✚ All children will be provided with a curriculum that is broad and rich- taking children's interests into consideration.
- ✚ Where additional intervention, above and beyond Quality First Teaching, is required Records of Support/Intervention are completed by members of staff. Additional Phonics sessions are often identified in Key Stage 2 which provide 'keep-up/catch-up' opportunities for children.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

- + Open door policy - Parents are welcome to discuss their child's progress/address any concerns with their child's class teacher/SENDCo whenever they feel necessary.
- + Parents/carers are informed of the interventions that will be used to support a child's future development. The outcomes of such intervention will be shared at suitable times throughout the year (depending on the duration of the programme of support.)
- + Parents/carers have opportunities to formally discuss their child's needs, support and progress at parents' evenings (in the autumn term and spring term).
- + If your child has complex SEND, they may have an Education, Health & Social Care Plan (EHC Plan), which means that a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written annually. In the first year, EHCP outcomes will be reviewed after 10 months. School ensure the voice of the child is considered and documented when undertaking an EHCP annual review. You, as parents/carers, will always be invited to be a part of the review process
- + Parents will be informed of the topics/themes that their child will look at throughout the year (via the school website). Children are expected to complete homework on a regular basis linked to what is being covered in school.
- + In order to measure the progress that your child makes, they are assessed each year (from Reception to Year six). All assessments are measured against the national average for their particular age group. Any child who appears to be dipping below their average expectation is monitored closely and appropriate interventions are put in place to aid their development (as described above).
- + Those working 'significantly below' as stated previously, will be tracked using the B- Squared Progression Steps. (Children from Year 1 -Year 6)

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

The named Safeguarding officer is Miss L Taylor. All staff are trained in child protection and are responsible for ensuring your child's safety. The deputy safe-guarding leads are

Mrs Hoban and Miss H Taylor.

- ✚ We have a rich and varied PSHE Curriculum that contributes to positive attitudes and promotes mental well-being.
- ✚ As an inclusive school, we offer a wide range of support for children's pastoral, medical and social needs.
- ✚ Most of our school staff are trained first aiders and complete update training as required.
- ✚ One member of staff has successfully completed the Trauma Informed Schools Practitioner Diploma.
- ✚ Miss H Taylor is currently completing the Senior Mental Health Lead training.
- ✚ The attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported upon to the Headteacher. Good attendance is actively encouraged throughout the school and rewarded on a weekly basis for each class and a termly basis for individuals.
- ✚ The school has set procedures that are followed when administering any medicines that a child is required to take. (See Managing Medical Conditions Policy.)
- ✚ In order to meet any specific medical needs, school will liaise with appropriate agencies in order to draw up a health care plan. School will also actively seek out staff training in order to inform and educate staff about specific areas of need. The School Nurse team is used regularly as a form of support and professional development.
- ✚ All classes will display a visual timetable, if necessary, in order to inform children about their school day. If a child struggles with transitional events, staff will ensure that a range of strategies are used to offer support, such as: visual prompts and task boards in order to provide greater structure and support.
- ✚ Start Well referrals are made to support children, young people and their families. Such referrals may aim to provide advice, guidance and support on a wide range of issues, including:

-School attendance, family / parenting support, unemployment,

debt management, access to training and education etc;

- Active engagement in positive activities for young people;

- Support learning providers in their role to improve standards and reduce the barriers for some children to learn and reach their full potential;

- ✚ As a school, we follow a positive and restorative approach to all types of behaviour with reward systems in place. (See Positive Relationships Policy.)
- ✚ Where a child has behavioural difficulties, the class teacher will discuss their concerns with the SENDCo; this will then be further discussed with parents. In such instances we strive to look beyond the behaviour in order to identify the underlying cause(s) i.e. what the behaviour is communicating.
- ✚ If behaviour continues to be a concern, a TESS referral is then made which will support the child in developing identified areas of need and recommending strategies.
- ✚ In addition to this, the school may use the SDQ or ACES questionnaire to further unpick the root cause of presenting behaviours.
- ✚ A recommended action plan will be devised by specialist colleagues advising on which particular strategies, support and intervention/s can be put in place to help meet your child's needs.
- ✚ In some cases, it may be necessary to complete a Pastoral Support Plan (PSP). This is written alongside the child and their parents to identify the specific issues; ensure that relevant support is put in place and that targets are set and reviewed regularly.
- ✚ When social, emotional or mental health needs are deemed to be cause for concern, a referral to relevant health professionals will be made, e.g. CAMHS, Wigan Family Welfare, CAMHS link team.

What specialist services and expertise are available at or accessed by the school?

- ✚ School staff access a variety of courses throughout the year as part of their professional development.
- ✚ The school liaise with a wide variety of external agencies in order to maintain an inclusive environment where the needs of all children can be met:

- Targeted Education Support Team (TESS)
- GPs
- School nurse
- Paediatrician/s
- Speech and Language Therapists
- Physiotherapists
- Occupational therapists
- Social services/ Social workers
- Educational Psychologists
- CAMHS (Including allocated CAMHS link worker)
- Wigan Family Welfare Counsellors
- Start Well Workers
- Virtual schools;
- Ethnic Minority and Travellers Achievement Service;
- Outreach Support Service
- Attendance Enforcement Officers
- Outreach professionals.

What training have staff supporting children and young people with SEND had or are they going to be having?

- WellComm;
- Trauma Informed Schools;
- Developing Working Memory
- Numicon;
- Team Teach and de-escalation training;
- Supporting children with ADHD;
- Supporting children with attachment difficulties;
- Supporting children with autism;
- Supporting children with processing difficulties;
- Emotional Validation Training;
- Motor Skills United;
- Dyslexia Friendly Training;
- Speech and Language Needs

How will my child be included in activities outside the classroom, including

school trips?

All children, regardless of their individual needs or disabilities will access the curriculum provided by school. Where outdoor learning/school trips are taking place, individual risk assessments will be completed after discussion with parents/carers to ensure that their child will be assisted throughout the day, this may involve children having 1:1 support as well as small group supervision. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities, linked to the same curriculum area, will be provided in school. Parents will sometimes have the opportunity to volunteer to help out on a school trip.

How accessible is the school environment?

-  The school is wheelchair accessible.
-  All toilets are accessible and there is a disabled toilet located within school.
-  Contact with Ethnic Minority and Traveller Achievement Service (EMTAS) is maintained in order to support children with English as an Additional Language and children from the Traveller Community.
-  Bilingual resources are made available.

See school's Accessibility Plan for further information- this can be found on the school website under the 'INCLUSION' tab.)

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education or life?

Early Years - All parents/carers for children starting Reception receive a school prospectus and are invited to a parent meeting in the summer term. At this meeting parents receive lots of information about our school and the specifics of what a typical day in Reception will look like. There are opportunities to ask any questions you may have and to have a tour of the classroom, outdoor environment and whole school. You will be given a direct email address which can be used to ask us any questions, along with our school telephone number, prior to your child starting with us.

For children who are starting in our Reception class, our staff will visit them in their current Nursery setting to informally observe them and discuss their strengths and next steps with their key worker. All feeder Nurseries will also provide school with a transition document indicating your child's attainment and next steps.

During the summer term, 'Taster' sessions are provided in which we invite your child to

visit their new setting for a morning or afternoon. Home visits are also arranged by Reception staff. During our home visits we will discuss any concerns/important information about your child, including any SEND need required, an ASQ questionnaire is used to formulate discussions around the child's development- areas of strength/ areas for development.

- All results and targets set for your child within each year group will be passed on to their next class teacher, enabling them to plan and adapt work and activities appropriately. To support transition from EYFS to Year 1, each child's Characteristics of Effective Learning are shared with their new teacher(s). Transition meetings are held in the summer term in order for current and next class teacher to liaise accordingly.

- For children with ASD, booklets are made with pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face. On occasions, advice may be sought for Outreach.

- If your child is joining Wigan St. Andrew's from another school setting, we will ask their previous school to pass on assessment information in addition to any other information that will help the transition. Similarly, if your child leaves Wigan St. Andrew's to go to another school setting, all assessment information and other relevant details will be passed on.

- When children are preparing to leave Wigan St. Andrew's for high school, they become familiar with their chosen setting by attending organised transition events. Wigan St. Andrew's work closely with the school liaison officers and the SENDCo of feeder high schools, in order to ensure that transition is as smooth as possible. If your child has complex needs, then an EHC review will be used as a transition meeting. For such meetings, relevant secondary school colleagues will be invited. At Wigan St. Andrew's, where necessary, we also arrange additional transition events to support individual learners. (See Admissions policy for additional information.) Relevant professionals from local high schools will also be invited to Early Help review meetings if support will remain open on transition.

How are the school's resources allocated and matched to children's/young people's special educational needs?

We ensure that the needs of all children with SEND are met to the best of the school's ability with the funds available. We have a team of TAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

The school uses the SEND budget to effectively meet the needs of pupils with

special educational needs or disabilities. This involves staff training, paying for a range of services e.g. counselling and also purchasing resources that will assist your child on a day-to-day basis in school e.g. iPads.

How is the decision made about what type and how much support my child/young person will receive?

- The class teacher, alongside the SENDCo and Headteacher and possibly outside agencies, will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going assessments and discussions with parents.
- The school SENDCo attends termly planning meetings involving the school's allocated Educational Psychologist and TESS Link Teacher to discuss appropriate provision (autumn and spring term). These children are reviewed accordingly and further collaboration is arranged if and when needed.

How are parents involved in the school? How can I be involved?

- Parents' evenings
- Evaluations
- Questionnaires
- Parent governors
- SEND half termly Coffee Mornings
- Reading Fluency Volunteers
- Informal discussions
- Access to additional school events planned throughout the academic year.

Who can I contact for further information?

Please discuss any initial concerns with your child's class teacher.

If you wish to speak to:

SENDCo/Assistant Headteacher - Miss Helen Taylor

Headteacher - Mrs L Taylor

Please make contact via the school office, the school website or by telephoning:
01942 244354