



**Education  
Partnership  
Trust**

Creating outstanding schools  
which transform learning, lives  
and communities

# SEND INFORMATION REPORT



### Document Control

<b>This document has been approved for operation within:</b>	All Trust Establishments
<b>Date effective from</b>	September 2024
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## CONTENTS

1.0	What types of SEN does the school provide for? .....	4
2.0	Which staff will support my child and what training have they had? .....	5
3.0	What should I do if I think my child has SEN? .....	6
4.0	How will the school know if my child needs SEN support?.....	6
5.0	How will the school measure my child’s progress? .....	7
6.0	How will I be involved in decisions made about my child’s education? .....	7
7.0	How will my child be involved in decisions made about their education? .....	8
8.0	How will the school adapt its teaching for my child? .....	8
9.0	How will the school evaluate whether the support in place is helping my child? .....	10
10.0	How will the school resources be secured for my child? .....	10
11.0	How will the school make sure my child is included in activities alongside pupils who don’t have SEND? .....	10
12.0	How does the school make sure the admissions process is fair for pupils with SEN or a disability? .....	11
13.0	How does the school support pupils with disabilities? .....	11
14.0	How will the school support my child’s mental health and emotional and social development? .....	11
15.0	What support will be available for my child as they transition between classes or setting or in preparing for adulthood? .....	12
16.0	What support is in place for looked-after and previously looked-after children with SEN? .....	13
17.0	What should I do if I have a complaint about my child’s SEN Support? .....	13
18.0	What support is available for me and my family? .....	13
19.0	Glossary .....	14

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website [insert a link here].

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

### 1.0 What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

Area of need	
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment



## 2.0 Which staff will support my child and what training have they had?

### **Our special educational needs co-ordinator, or SENCO**

Delete or adapt this section as appropriate.

Our SENCO is Miss R.J. Wood

They have 23 years' experience in this role and have worked across school in every year group. They are a qualified teacher and non-teaching Deputy Headteacher.

### **Assistant SENCOs**

Our assistant SENCO is Mrs J. Asghari – Early Year Specialist.

They have 6 years' experience in this role and specialise in Early Years. They have completed the SEND Early Years SENCO award.

Another assistant SENCO is Mrs L. Hill

They have 4 years' experience in this role and have also worked across KS1 and KS2. They are currently completing the NPQ SEN.

### **Class/subject teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Training includes, Emotionally Friendly Schools, Adaptive Teaching, Autism and ADHD, Occupational Therapy – sensory integration. Trauma Informed training and Team Teach.

### **Teaching assistants (TAs)**

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are all trained to deliver SEN provision in our inclusive school.

We have teaching assistants who are trained to deliver interventions such as Rapid Phonics, Precision Teach for reading and maths, Numicon, Wellcomm, Handwriting interventions and SEMH interventions.

In the last academic year, TAs have been trained in Team Teach, Adaptive Teaching, Emotionally Friendly Schools and Handwriting interventions.

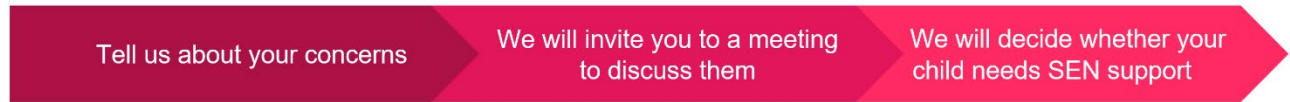
### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Targeted Education Support Service (TESS) from Wigan
- Occupational therapists
- Physiotherapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Virtual School
- Social services and other LA-provided support services
- Voluntary sector organisations

### 3.0 What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child’s teacher.

This can be done by messaging the class teacher via Class Dojo or contacting the main office to make an appointment. Concerns can be raised at Parents-Carers evenings but we encourage you to contact us at the first point of worry or concern.

The class teacher will record this on CPOMS and Miss Wood, the SENCO will be made aware.

You can also contact the SENCO directly via Class Dojo or by contacting the main office to make an appointment.

We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what’s been discussed and add this to your child’s record on CPOMS.

If we decide that your child needs SEN support, we will create a Learning Passport or an IEP and your child will be added to the school’s SEND register.

### 4.0 How will the school know if my child needs SEN support?

All children are assessed on entry to the school, whether that is starting school in Reception or joining school at any point in the year. Assessments are also carried out on a weekly and termly basis. Further assessments may be carried out if additional needs are identified or if the class teacher has concerns about the progress a child is making.

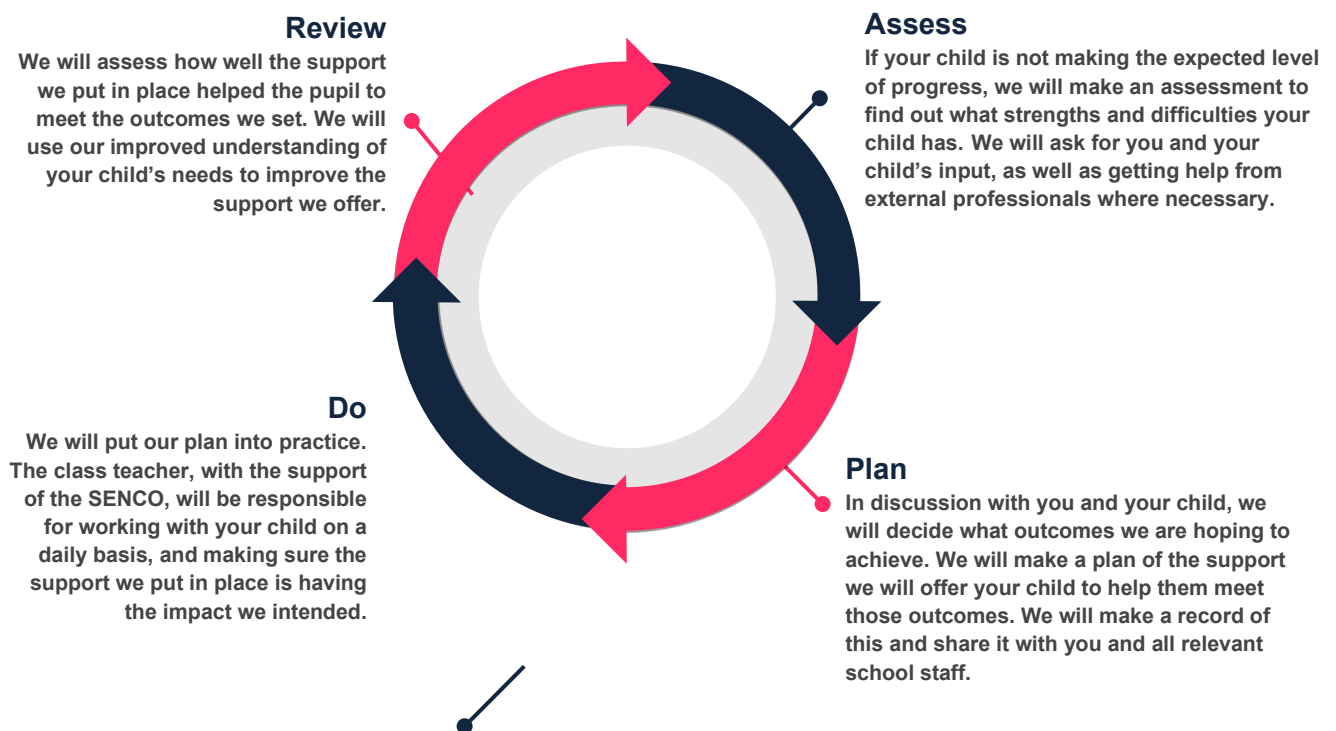
The class teacher, in consultation with Miss Wood (the SENCo), will then put into place a programme of support for that child. This provision will be discussed with parents and will be reviewed regularly by the class teacher and Miss Wood. Depending on the progress that the child makes, school may then decide to identify the child as receiving SEND Support.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

### 5.0 How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

### 6.0 How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you at a minimum 3 times a year at the specified Parent-Carers meeting for SEND pupils to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact the class teacher or a member of SLT.

#### **7.0 How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

- We may seek your child's views by asking them
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a Pupil Voice activity

#### **8.0 How will the school adapt its teaching for my child?**

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to an ambitious, broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best and to fill any gaps that are identified in your child's learning. There is no '1 size fits all' approach to adapting the delivery of the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:



- Adapting the delivery of our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or activities set in the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when appropriate or required
- Teaching assistants will support pupils in small groups when appropriate or required
- The school’s accessibility plan can be found on the website
- We may also provide the following interventions:
  - WELLCOMM
  - Rapid Phonics (Bug Club)
  - Hand on Maths
  - Talking Tables
  - Dyslexia Support
  - Drawing and Talking Therapy

AREA OF NEED		HOW WE SUPPORT THESE PUPILS – SOME EXAMPLES
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Specific targets on IEPs to meet individual needs
	Speech and language difficulties	Speech and language intervention / WELLCOMM
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Tinted paged exercise books Key word mats Dyslexia Friendly approach
	Moderate learning difficulties	Specific resources required by the child
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Sensory breaks and resources e.g. fidget toys

	Adverse childhood experiences and/or mental health issues	Nurture intervention Calm spaces e.g. Evergreen Room
<b>Sensory and/or physical</b>	Hearing impairment	External support from hearing impaired team. Specialist trained TAs and BSL / Makaton
	Visual impairment	Limiting classroom displays Enlarged text and access to SATs
	Multi-sensory impairment	Specific resources required by the child
	Physical impairment	Specific resources required by the child

**9.0 How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCO – book looks etc
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

**10.0 How will the school resources be secured for my child?**

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that’s the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If additional funding is needed, we will seek it from our local authority.

**11.0 How will the school make sure my child is included in activities alongside pupils who don’t have SEND?**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. SLT actively monitor the opportunities and level of participation to ensure equality.

- All pupils are encouraged and prioritised to go on our school trips, including our residential trips.
- All pupils are encouraged to take part in sports days and school plays
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

### **12.0 How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

Details of our school's Admission Policy can be found on the local authority website.

Please click the link below to access this website - there is further information there about applications and 'In-Year' admissions.

[Determination of admission arrangements \(wigan.gov.uk\)](http://wigan.gov.uk)

[Primary School Admissions](http://wigan.gov.uk)

[Secondary schools \(wigan.gov.uk\)](http://wigan.gov.uk)

[Citizen Portal - Sign in \(wiganmbc.gov.uk\)](http://wiganmbc.gov.uk)

If you would like to apply for a Nursery place at our school please contact us via telephone or email.

### **13.0 How does the school support pupils with disabilities?**

Parklee is fully wheelchair accessible. There is a lift which gives access to the first and second floor. There are two accessible toilets and a hygiene room complete with a shower. Most classrooms are equipped with a sound field system and the environment has been developed to accommodate children with hearing and visual impairments, including HD C-touch screens.

Where specialist equipment or facilities are needed as part of a support plan, these can be provided for children with special educational needs. However, parents will need to sign an agreement for the loan of these items and they will be securely stored in school, unless otherwise agreed.

We work alongside other agencies eg Physiotherapy, Occupational Therapy and CAMHS to train teams of staff around the child.

Our school curriculum and Trauma Informed practices ensure there is a positive culture to promote and include all learners.

The school's Accessibility Plan is on the website.

### **14.0 How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of all areas of school life and additional opportunities.
- Pupils with SEN are also encouraged to be part of afterschool clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We run a nurture interventions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

## 15.0 What support will be available for my child as they transition between classes or setting or in preparing for adulthood?

### Between Years

Before your child starts school in Reception, we hold a series of sessions where parents and children will have the opportunity to take part in a number of activities with school. School also holds transition meetings with pre-school providers to share information about your children. If you have any concerns or worries about your child starting school we encourage you to make an appointment with either the class teacher or Miss Wood to talk through any issues.

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule activities with the incoming teacher towards the end of the summer term
- Send home photographs to prepare children for their return to school in September
- Offer additional parent-carer meetings

### Between Schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### Between Phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We follow up with parents and carers 6-8 weeks into the term to check how things are going.

In Year 6, the children will have the opportunity to visit all the local high schools for taster sessions in September, before they apply to high schools. Once your child has been allocated a high school, they will then take part in further transition days at the high school where they experience lessons and find out more about the school. For children with special educational needs, there will be extra visits to the high school to meet with the staff that will support them. During these times, pupils can be accompanied by a member of our staff to ensure that

they are fully supported in the transition to high school. Information will be provided to any new school (primary or secondary) a child moves to.

#### **16.0 What support is in place for looked-after and previously looked-after children with SEN?**

Miss Wood is the named staff member to oversee the Looked After and Previously Looked After children.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

#### **17.0 What should I do if I have a complaint about my child's SEN Support?**

Complaints Procedure available on the school website

Complaints about SEN provision in our school should be made to the class teacher/SENCO or headteacher in the first instance and efforts will be made to resolve any issues. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

#### **18.0 What support is available for me and my family?**

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's Wigan LA local offer. Wigan LA publishes information about the local offer on their website:

**Link to The Local Authority Local Offer can be found at [www.wigan.gov.uk/sendlocaloffer](http://www.wigan.gov.uk/sendlocaloffer)**

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

EMBRACE <https://www.embracewiganandleigh.org.uk/>

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

## 19.0 Glossary

**Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

**Annual review** – an annual meeting to review the provision in a pupil’s EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

**CAMHS** – child and adolescent mental health services

**Differentiation** – when teachers adapt how they teach in response to a pupil’s needs

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

**EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.

**First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

**Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

**Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability

**SENCO** – the special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND



**SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

**SEN support** – special educational provision which meets the needs of pupils with SEN

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages