SEND INFORMATION REPORT

How we identify individual special educational learning needs
❖ When children already have identified additional needs before they start school, we work with the family and professionals to inform provision and how it will be managed. ❖ If you tell us you think your child has an additional need we will discuss this with you and look into it. We will share our findings with you and agree with you what we will do next and what you can do to help your child. ❖ If our staff think that your child has an additional need this may be because they are not making the same progress as other children; for example they may not be able to follow instructions or answer questions. We will observe them, assess their understanding of what we are doing in school to find out what is causing the difficulty. Should we require further help we will contact the appropriate outside agency.
How we involve children and their parents/carers in identifying SEND and planning to meet them
❖ We are a child and family centred school and you will be invited to be involved in all decision making about your child's support. ❖ When we assess children for additional needs, we discuss our findings with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way. ❖ All children are set S.M.A.R.T. targets (S – specific, M – measurable, A – achievable, R – relevant, T – timed) to inform their next steps. We will discuss these targets with you to ensure we all agree on what your child needs to do next.

- ❖ All children have excess to all aspects of the curriculum, this include the opportunities we provide for outdoor education including visits to Scottsman's Flash and Haigh Hall, additional support is provided where needed for those children with SEND.

How we ensure the curriculum is accessible to those with SEND

- ❖ Staff will ensure that all activities are accessible for children with additional needs, whether this be in the form of additional adult support or additional resources.
- ❖ We use a range of programmes and resources including, Read, Write, Inc, Accelerated Reader, Maths Mastery, Numicon and Precision Teaching to support those children with SEND.
- ❖ Our Learning Mentor provides a range nurture to support Personal, Social, Emotional and Mental Health Education and to address any needs that may be a barrier to your child's learning.
- ❖ An audit of the school premises is carried out to ensure the physical environment is accessible for all children with SEND and adaptations are made, where necessary.

How we modify teaching approaches

- ❖ When teaching, we use different approaches to learning: visual, aural and kinaesthetic (hands-on) methods.
- ❖ Staff are trained according to the needs of the children in their care.
- ❖ Staff have received training around Autism, Dyslexia, behaviour management, sensory needs, ADHD, childhood trauma and positive handling.
- ❖ Staff take in to account a child's additional needs when addressing the class and the child on an individual basis.

How we assess pupil progress towards the outcomes we have targeted for children. How we review this progress so that children stay on track to make at least good progress.

- Pre-Key Stage Statements are used to assess progress in smaller steps for some children. Other children's progress may be measured against a different year group's objectives. Progress is measured in 3 steps, working towards, working at and exceeding a specific year group's objectives.
- We use staff meetings to moderate work throughout the school to check our judgements are correct for children at all ability levels.
- We check how well a child understands and makes progress in each lesson through on going assessments and evaluations.
- Our Senior Leadership Team monitors the progress of all children every half term through pupil progress meetings, work scrutiny, pupil interviews, learning walks and lesson observations. We discuss what we are doing to make sure children make good progress, including those with additional needs.
- Children will have their progress discussed at parent consultations twice a year. Children with an Education Health Care Plan will have Annual Reviews, which will be reported to the Local Authority.
- Should you wish to discuss your child's progress at any other time, you are very welcome to make an appointment to see the relevant person.

What equipment or resources we use to give extra support

- We use visual timetables and pictorial cues to help support children's understanding.
- High quality games, books and educational toys are available to support teaching.
- There are a number of workstations / rooms throughout school that allow for small group work to take place outside of the classroom if required.
- We deliver speech & language programmes provided by the Speech Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed after a given period of time.
- We use iPad Apps for children with communication difficulties as well as other ICT equipment and programs to support specific needs.

- ❖ Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs, with the help of Local Authority SEND services.
- ❖ We use a range of programmes and resources including, Read Write Inc, Accelerated Reader, Maths Mastery, TT RockStars, Numicon and Precision Teaching to support those children with SEND.
- ❖ Our fulltime learning mentor provides support for children with emotional difficulties as well as supporting parents with any needs they may have around parenting.

What extra support we bring in to help us meet SEN: Specialist services, external expertise and how we work together collaboratively

- ❖ We receive support from specialist teachers and support staff from specialist settings within the authority, they provide advice and recommend ways in which the curriculum can be accessed for any child with additional needs (speech, language and communication, hearing impairment, visual impairment, behaviour related needs and severe learning difficulties, ie. autism).
- ❖ We receive support from other Local Authority services, SEND Specialists, Educational Psychologists, Speech Therapy and CAMHS.
- ❖ We receive support from Physiotherapy and Occupational Therapy for children who may have a specific physical need.
- ❖ We have a counsellor (Wigan Family Welfare) who works in school one afternoon each week to support children with emotional difficulties.
- ❖ We work closely with the Mental Health Support Team (MHST) to support children, families and school staff to provide early intervention with mild and moderate strategies.
- ❖ We review S.M.A.R.T. targets and annual review targets, with the child, parent and any other services involved. We agree what everyone will do to support your child's learning.

Extra-curricular activities available for children with SEND

- We have a large range of after school activities including a variety of sports, arts and crafts, chess and cookery. Should any child need support to access these activities, where possible, school will make the necessary arrangements.
- Breakfast and after-school club are available on site. This is run by an outside provider and incurs a fee.
- We have regular educational visits as well as visitors coming into school to support different topic areas.
- We have one residential trip each year to Robin Wood, this is open to Year 5 children; all children are encouraged to attend.

How we support children in their transition into our school and when they leave us

- Before entry into Reception Class all information will be gathered regarding any additional needs so that any necessary support can be planned for.
- Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs and to ensure the correct support is in place.
- Where necessary, children can have additional transition visits to school from their nursery.
- When children leave Bryn St Peter's to go to secondary school, meetings are arranged between the schools. The SENCO's from each school will meet to discuss those children with additional needs.
- Where necessary, children may have additional transition visits to their new school.
- In-year transition is supported with extra visits to the new class and additional resources are used, including pictures of new staff and the classroom, in order to prepare a child for the new academic year and the changes they will face.

How additional funding works

- School is responsible for funding additional support to the value of £6,000.
- If a child is assessed as requiring an Education Health Care Plan, and the amount of support suggested is considerably greater than what the school is expected to provide, additional funding may be available.
- Those who are eligible for a personal budget must use the budget to fund the agreed plan.

Where children can get extra support

- Your views are important to us and we want to listen to them and know that you are satisfied with what happens in school to support your child.
- In school, Mrs Cheryl Brady is our Special Needs Co-ordinator. Mrs Brady will follow up your concerns and make sure your views are taken into account.

Where parents/carers can get extra support

- Wigan's Local Offer provides a wealth of information about the support and guidance that is available for children with SEND and for their parents.
- This information can be found at the following address
  To view the Wigan SEND Information Report please use the link below;
  https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx

- Alternatively, school can signpost you towards the appropriate support, please do not hesitate to come and ask details.

What to do if you are not satisfied with a decision or what is happening (for parents)

- Your first point of contact should be the class teacher; you may also speak with the SENCO or the Head Teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Head Teacher then ask for the school Governor's representative.
- If you do not feel the issues have been resolved, we will arrange a meeting with the Chair of Governor's who can be contacted via the school.
- If your concern is with the Local Authority, contact the Complaints and Representations Officer, contact details as follows:
  Progress House
  Westwood Park Drive
  WIGAN
  LANCASHIRE
  WN3 4HH
  01942 486123
  01942 486215
  education@wigan.gov.ukWebsitehttp://www.wigan.gov.uk/Services/EducationLearning/Schools/SchoolComplaintsProcdure

Last updated – September 2025