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# St George's Central CE Primary School and Nursery

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## Special Educational Needs Information Report 2024 – 2025 September 2024

Our provision for pupils with Special Educational Needs (SEND) is informed by Section 1 and Regulation 51 of The Special Educational Needs and Disability Regulations (2014), Section 6 of the SEND Code of Practice: 0-25 years (2015) and Part 3 of the Children and Families Act (2014).

### 1. What types of Special Educational Needs (SEND) do we cater for at St. George's Central C.E. Primary School and Nursery?

Our school is an inclusive school where every child matters and we aim to address all children's needs to ensure that they achieve their potential. We believe that every adult is a teacher of children with SEND and are able to cater for the four broad areas of SEND:

- **Communication and interaction** - for example children with autism spectrum condition, speech and receptive language difficulties or selective mutism.
- **Cognition and learning** -for example children with moderate learning difficulties or specific learning difficulties such as dyslexia or dyspraxia.
- **Social, emotional and mental health** -for example children requiring support with behaviour, attention deficit hyperactivity disorder or attachment disorder.
- **Sensory and/or physical** - for example sensory processing difficulties, hearing or sight impairments or medical conditions such as epilepsy.

### 2. How do we identify children with SEND?

Our links with the Early Years Inclusion team and other settings enable smooth transitions for children who may transfer into our school with SEND. Other relevant documentation from medical professionals (for example, SALT, Occupational Therapy or Educational Psychologist) will also aid early identification of needs.

Within school we regularly use a wide range of strategies and assessments which help to identify children with SEND. These include looking at a child's work, discussion with the child and other adults involved and the use of regular, small assessments. We also use more formal termly assessments. If, as a result of these assessments, we identify that a child is not making expected progress then the class teacher will, in discussion with the SENDCO, implement extra support. This may involve adaptive teaching strategies, extra support during whole class work and/or small group interventions. This will be discussed with parents/carers. The class teacher and the SENDCO will monitor the interventions and adjustments to check for progress. If there are further concerns the SENDCO may discuss the child at a planning meeting with the Targeted Education Support Service (TESS) teacher and if necessary, the Educational Psychologist. It may be appropriate to pursue a specialised assessment from professionals to help in identifying and removing barriers to learning for that child. We may also, at this point, consider referral to an appropriate external agency such as Speech & Language therapy, the school nurse, CAMHS (The Child and Adolescent Mental Health Service), physiotherapy or charities such as Embrace. If there are still significant concerns about a child's learning, we would start to gather evidence for an EHCP (Education Health Care Plan). The class teacher will keep parents informed if this is advisable and it is the role of the SENDCO to make the application, supported by parents' views and wishes. This approach is known as the graduated approach. A flowchart that describes the process can be found in our SEND policy which is available on the school website.

Children's social, emotional and mental health needs may not necessarily be identified through the methods listed above. In this case children's behaviour during class and at lunch and break times will be monitored carefully and observations of their behaviour may be carried out to enable us to provide appropriate support. All children undertake regular assessments of their well-being through the use of the Stirling questionnaire for children in years 4-6 and the use of Motional for identified children from years 1-3. Additional assessments, such as the Boxall Profile may also be used where appropriate. All children complete a questionnaire titled 'I wish my teacher knew' at regular intervals throughout the academic year and each class has an 'I wish my teacher knew' box.

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These facilities allow children to disclose any worries or concerns that they have. Where any concerns or issues are identified, appropriate support is put into place in conjunction with the class teacher, the Mental Health and Well-being leader and where appropriate, the Designated Safeguarding Lead and/or the Learning Mentor.

### **3. How do we assess children with SEND?**

We assess each child's current skills and levels of attainment on an ongoing basis using a range of assessments. Assessments include formal termly tests, weekly shorter tests such as spellings and arithmetic tests and written and verbal feedback on class work. We also use PMI benchmarking to ensure reading material is appropriate for Years 2 and above. For children in Reception and Year 1 (and those children beyond Year 1 who did not pass the phonics screening check), they are assessed regularly using the Little Wandle Letters and Sounds summative assessments.

Children with SEND that are working well below age related expectations in one or more areas may be assessed using "B Squared" materials. These assessments break each key area down into small steps and enable the teacher to show the small steps of progress some children with SEND may have made.

We also use support prompt strips which are attached to pieces of work to show the level of support children have been provided with to complete the activity. This enables us to see what children can do independently and where more structured support is required. We may also use specific assessment resources provided by external specialists if it is deemed to be appropriate for a particular child.

### **4. Who is our Special Educational Needs Co-ordinator (SENDCO) and how can they be contacted?**

Our SENDCO is Mrs Leech. They can be contacted in school via telephone (01942 883773) or via email ([enquiries@admin.saintgeorgescentral.wigan.sch.uk](mailto:enquiries@admin.saintgeorgescentral.wigan.sch.uk)). If you wish to see Mrs Leech please get in touch and a suitable time will be arranged. Our governor with responsibility for SEND is Mr Hodcroft. They can also be contacted within school via telephone (01942 883773) or via email ([enquiries@admin.saintgeorgescentral.wigan.sch.uk](mailto:enquiries@admin.saintgeorgescentral.wigan.sch.uk)).

### **5. What is our approach to teaching children with SEND?**

Teachers are responsible and accountable for the progress and development of all the children in their class. Quality First Teaching is our first step in responding to children who have SEND. Quality First Teaching at Saint Georges Central includes:

- High aspirations for all learners, resulting in high achievements
- The use of technology to aid children in recording their work
- Visual timetables
- Use of concrete resources to support learning wherever possible
- A well organised classroom with labelled resources
- Instructions are given in small chunks
- Classroom assistants are planned for and used to maximise learning
- Expectations are clearly set out and examples of 'What a Good One Looks Like' (WAGOLL) are used
- Key words and vocabulary are displayed during the lesson on working walls
- Links to previous learning are made explicit at the beginning of and during the lesson
- Questioning is used to assess children's understanding of the lesson content and of instructions.
- Opportunities are given to revisit previous learning

In the instance that a child does not make progress through receipt of inclusive, high quality teaching, the 'Assess, Plan, Do, Review' cycle is followed and appropriate interventions are put into place. In this instance, information is drawn from the child, the voice of the parent, the class teacher, the SENDCO and external agencies (where appropriate). The teacher, SENDCO, parent and child (where appropriate) will come to an agreement on the support, interventions and expected outcomes. The plan is then implemented and the class teacher remains responsible for working with the child on a regular basis and assessing the impact of the plan. The impact of the support or intervention is then reviewed and next steps are agreed.

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Support and interventions that we provide at Saint George's Central includes, but is not limited to:

- Reading Explorers
- Little Wandle Letters and Sounds keep up sessions
- Maths Recovery
- Talking Partners (English/speaking/listening/social skills)
- Clever Fingers (fine motor)
- Lego Therapy
- Communication groups
- Sensory diet related activities
- Learning mentor support
- Speech and Language programmes, based around advice from speech and language therapists
- WellComm speech and language intervention
- Talking Tables (vocabulary/social skills/turn taking/stories)
- Well-being groups
- Team Building activities

### **6. How do we adapt the curriculum and learning environment?**

At St. George's Central, teaching is adapted to meet the needs of all our children. Adaptation can take many forms and is pertinent to the needs of individual children. This may involve flexible grouping, variation in the content of the lesson, variation in the outcomes expected from different children, adapting the level of scaffolding provided by adults, the use of concrete resources or aids to help with independence or understanding of key concepts and the opportunity to record work or answers in different ways. Where writing is not an outcome for children, teachers are encouraged to plan lessons where learning can be recorded in different ways, for example, recording a video of the child speaking and sticking a linked QR code in children's books. This is not an exhaustive list and there are many ways that adaptations occur which are personal to the individual child to ensure the curriculum is suitable for children with SEND.

Additional support for children with SEND is also provided through close work and support from teaching assistants or class teachers. Teaching assistants or the class teacher may support learning in small groups and some adults may work on an individual basis with particular children. We also utilise interventions to provide additional support for children with SEND. Staff are fully trained and are able to deliver these effectively within school. Where a training need is identified for members of staff working with children with a particular need, this will be sourced and provided.

The learning environment is adapted to ensure all children are able to learn to the best of their ability and this forms a part of our universal offer. For some children with SEND our use of clearly labelled resources, the display of vocabulary and spellings, readily available maths resources and visual and personalised time tables can be particularly helpful.

Depending on the needs of a child and advice from specialist teams, other strategies may be used to further adapt the curriculum and learning environment.

### **7. How do we enable children with SEND to engage in activities with other children who do not have SEND?**

As part of our daily classroom practice, teachers carefully plan activities that include group work where children of differing abilities have the opportunity to work together. During break and lunch times all children are encouraged to join in with inclusive adult led activities on the school playground. All of our extra-curricular activities and school visits are available to all children, including our before school club. During each half term a plethora of extra-curricular activities are available so there is a lot of choice and opportunity to take part in these. Furthermore, we offer opportunities for children with SEND to participate in 'ATSA, Access and Success' which enables children with SEND to participate in extracurricular activities with children from other schools in the area. All children are encouraged to participate in our whole school residential offer for children in years 1 to 6. Children are also encouraged to take part in sports days, school plays and any other special events. No child is ever excluded from taking part in these activities because of their special educational needs or disability.

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Where necessary, adaptations and extra support are available to ensure that all children can participate in any of the extracurricular activities that we offer. At our school we also offer yearly residential experiences to all pupils from Y1-Y6. The length and type vary according to children's ages but they are available for all pupils regardless of any special educational needs. As with extra curricular clubs where necessary adaptations and extra support are provided to ensure that all children can participate in the residential opportunities on offer. For further information about the type of residential activities available please see the residential section of the school website. Additionally, our school has adequate disabled access and is on one level enabling all children to access the school environment. We also have a disabled toilet and a wet room which can be used by anyone that requires it. Our Accessibility Plan provides further information and is available on our website.

#### **8. How do we consult parents of children with SEND and involve them in their child's education?**

At St. George's Central we believe that positive partnerships between home and school are vital in ensuring that all children flourish and this is especially true for children with SEND. We hold an annual Inclusion Workshop where parents are informed of our offer for children with SEND. Parents of children with SEND are encouraged to speak with staff should the need arise and equally staff will not hesitate to consult with parents. Where relevant, termly reviews are held between parents of children with SEND and the class teacher. Where appropriate, children may also attend these meetings to discuss progress data from B squared assessments or learning plans and to identify children's next steps. End of year data from B squared is also included with identified children's end of year report. These meetings, along with the universal parents' evening offer and more informal day to day discussions enable parents of children with SEND to be involved in their child's education. Additionally, every term we hold "Open Afternoons" where parents are able to come into class and join in activities with their class. This provides a valuable opportunity for parents of children with SEND to become involved directly in their child's education. Whilst the child's class teacher should be the first port of call, the SENDCO is also available to meet with parents where further concerns arise. If we are intending to make any key changes or adaptations to documents or approaches to SEND within school, we would always aim to consult with parents by sending out relevant documents and inviting comment.

#### **9. How do we consult children with SEND and involve them in their education?**

Individual small steps and targets are shared with children on an ongoing basis. Children are given the opportunity to present their feelings and wishes by completing "Voice of the child" forms and where appropriate, by including them in termly or annual reviews alongside their parents. When possible we try to accommodate the child's interests and views, for example by providing reading material that relates to their own interests or by developing interventions around their interests. The SENDCO meets with children on a regular basis to gather their thoughts and views on their education. Actions from these discussions are then fed back to teachers and where necessary, adaptations may be made.

#### **10. How do we assess and review children's progress towards their outcomes?**

Children's progress is assessed and reviewed in many ways. All children complete termly assessments and these are regularly used to inform us of the progress children have made. Children with SEND may also complete extra assessments, particularly when an intervention has been utilised to check if it has had an impact. Boxall Profiles are also used to assess and review children's progress. These may be completed at the beginning and end of an intervention and enable us to see how the child's social and emotional skills have developed. B Squared assessment materials, the Stirling wellbeing questionnaire and Motional tools are also utilised to review children's progress and they enable teachers and parents to see small steps of progress that their child has made.

For identified children, termly meetings will be held, where children's progress and short term targets are discussed. In these instances, the termly meetings will be used to identify the next steps for the child's individual action plan. Parents evening provides an additional formal opportunity for parents to discuss their child's progress.

An annual review is held for children with Education, Health and Care Plans (EHCP). Interim reviews can also be arranged throughout the year if deemed necessary. At an annual or interim review parents meet with the SENDCO and any other adults involved with their child. The child's progress is discussed and new targets are set.

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### **11. How do we support and prepare children for moving between different phases of education and into adulthood?**

We believe communication between all stakeholders is vital to ensure a smooth transition and so, meetings between relevant staff are organised and children attend transition days. The level of support put in place will depend on the needs of individual children. We use transition booklets to support the process when appropriate and on occasions members of staff have attended the children's new schools with them as part of the new school's recommendations.

### **12. How do we support children with SEND to improve their emotional and social development?**

Teachers aim to provide activities that assist children in developing this area and all staff are aware of the need to monitor children's social and emotional development to potentially identify issues in this area. Children receive weekly PSHE lessons which focus on social and emotional aspects of learning and social and emotional development is also promoted in our whole school worship sessions.

At lunch time quiet areas are available and we also make use of our "buddy" system which helps children to develop their social and emotional skills. Our Pastoral Mentor is also able to provide support for children in this area. In some circumstances, children may receive wellbeing support on a one to one or small group basis. Our learning mentor is also able to advise parents in this area. Additionally, a counselling service is available for some children. We may also take specialist advice from external agencies when necessary.

We also have two well-being rooms in our school. This includes sensory related equipment and provides a quiet space for children to access if they are feeling overwhelmed or anxious. Social and emotional interventions also take place in our well-being rooms for identified children. We provide individual support plans for identified children which outline their needs and techniques that can be used to ensure that the individual child's needs are met. We have a zero tolerance approach to bullying and we provide anti-bullying workshops annually. Children throughout the school are educated about equality and diversity and the impacts of bullying through our PSHE curriculum.

### **13. What expertise and training do our staff have to support children with SEND?**

All staff are experienced in working with children with differing needs and abilities. Staff receive training depending on the needs of the class and children. Staff may also have training on interventions that they will be carrying out in school. A comprehensive list of training that staff have undertaken is kept by the SENDCO. Where relevant, staff have up to date training on first aid, asthma and the use of epi-pens. Training relating to other medical conditions will be conducted as needs arise.

### **14. How will we secure specialist expertise and involve other organisations in meeting the needs of children with SEND and their families?**

We work closely with several specialist teams in school. If a child is considered to have a special need and work carried out within school to address that need has not had a positive effect then we may involve specialist teams. The SENDCO is able to facilitate contact with them. Specialist expertise we have access to includes:

- Educational Psychologists who will assess children and offer support to parents and staff.
- TESS (Targeted Educational Support Service) who will assess children, providing teachers with recommendations for learning and parents with recommendations for supporting their child at home.
- SALT (Speech and Language Team) who will assess children when we make a referral. They may come into school to work with children.
- Outreach Services from local special schools who can provide support to teachers where necessary.
- In Reach Services from local special schools. This is where a child may spend around a day every two weeks attending the special school.
- Our School Nurse can support staff and parents when necessary.
- Sensory Support will provide resources and support for children with hearing and sight.
- Occupational Therapy can provide support with gross and fine motor control and also for children with sensory needs.

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### **15. How will we secure equipment and facilities to support children with SEND?**

At St. George's Central a wide range of resources are stored centrally and can be accessed by all staff in school, for use to support each child's learning needs. A need for specific resources or equipment may be identified upon thorough discussion with specialist agencies involved, parents and other members of staff. Within reason whatever our children with SEND require will be provided.

### **16. How do we evaluate the effectiveness of our SEND provision?**

The impact of interventions is measured on an ongoing basis. This can be done through quantitative methods, for example a test or summative assessment may be carried out as part of the intervention or in many cases, the impact of interventions may be measured through qualitative methods, for example discussion with staff involved. Additionally, the SENDCO monitors interventions to ensure that they are being delivered correctly and are having a positive impact. Ongoing assessments as described previously are also used to enable teachers to evaluate the effectiveness of an intervention or approach, particularly when this is more class based.

The SENDCO also uses provision maps for some individuals, these enables us to consider the cost of a strategy or intervention in light of the impact it has had. Provision maps are collated into a whole school provision map which provides an overview of our provision. Attainment and progress data is also collated for children with SEND every term and this is discussed in progress meetings on a termly basis. Within progress meetings the effectiveness of strategies put in place are discussed and adaptations frequently occur as a result.

### **17. How do we handle complaints from parents of children with SEND about provision made at the school?**

It is in everyone's interests for complaints to be resolved as quickly and efficiently as possible and our procedure for complaints relating to SEND is as follows:

- The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed.
- If the matter remains unresolved, the complaint is dealt with by the SENDCO or by a member of the Senior Leadership Team.
- If there is still no resolution the Head teacher will become actively involved and would discuss the matter with staff and parents to aim towards a resolution.
- It is anticipated that the majority of complaints are resolved at this stage. However, if the matter is still not resolved then we will advise the parents of how to progress the matter further.

The procedure for SEND complaints is the same as the procedure for other complaints. Our complaints procedure is available on our school website if you require further information.

### **18. Who can parents or children contact if they have concerns and what support services are available to parents?**

If you have any concerns, you can contact members of staff in school. Class teachers and the SENDCO are able to make appointments to discuss any concerns. Within school we aim to support parents through our open door policy and we are always willing to listen and offer support and advice. The Targeted Educational Support Service, Educational Psychology Service, Speech and Language Team and Occupational Therapy Team, amongst others, can be used to support parents within school, depending on the situation. The SENDCO can facilitate contact with these services or they can be contacted directly through the phone numbers below.

- Targeted Educational Support Service 01942 201914
- Educational Psychology Service 01942 486238
- Bridgewater NHS Speech and Language Service 0800 5870562
- Children's Occupational Therapy Service 01942 482457
- Wigan Council SEND Information Advice and Support Service (SENDIASS) 01942 233323
- Wigan Family Welfare counselling service 01942 867 888

The Wigan Council Local Offer website also has a wealth of information about support services available to parents. Click the link to access this: [Wigan Council Local Offer](#)

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