
St George's Central CE Primary School and Nursery

Special Educational Needs Information Report 2026/2027 **September 2026**

Our provision for children with Special Educational Needs and Disabilities (SEND) is informed by:

- Part 3 of the Children and Families Act (2014)
- 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)
- The Equality Act (2010), requiring reasonable adjustments and promoting equality of opportunity
- The Greater Manchester Ordinarily Available Inclusive Provision (GMOAIP) document, which outlines expectations for inclusive quality first provision across Greater Manchester.
- Wigan Council: Ordinarily Available and Inclusive Practice document
- Policy paper: Every child achieving and thriving, Reforms to the schools and SEND systems in England to ensure that every child can achieve and thrive (2026), known more commonly as the Schools White Paper.
- Wigan Special Educational Needs and Disabilities (SEND) and Alternative Provision Strategic Plan

This document is also informed by and/or makes reference to the following school policies and information:

- [Accessibility Plan](#)
- [Anti-Bullying Policy](#)
- [Communication Plan](#)
- [Compliments and Complaints Procedure](#)
- [Mental Health and Well-being Policy](#)
- [SEND Policy](#)

At St. George's Central CE Primary School and Nursery, we are an inclusive school where every child matters, and we are committed to ensuring that children with SEND receive the right support at the right time in order for all children to thrive.

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

We provide for children with needs in each of the four broad areas set out in the SEND Code of Practice:

- **Communication and interaction** – for example children with autism or speech and language difficulties
- **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?

Within school we regularly use a wide range of strategies and assessments which help to identify children with SEND across all four broad areas of need. These include, but are not limited to:

- Observation of children's behaviour and presentation, both in class and at breaks and lunchtimes
- Consideration of children's work within class
- Discussion with families
- Discussion with the child
- Observations by other professionals and sharing of information gleaned from such observations

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- Consideration of any reports from external professionals
- The use of regular, small assessments and more formal termly assessments.
- Consideration of Stirling well-being questionnaire results, Motional results and any information gained from the 'I wish my teacher knew' initiative.

For children in our Early Years, in addition to the strategies described, we will seek to liaise with the Early Years Inclusion Team and Early Learning and Child Care Team to ensure accurate and timely identification of any children with SEND. For Early Years this may involve discussion of concerns at Individual Progress Meetings and observations from the Early Years Inclusion Team and Early Learning and Child Care Team to help understand children's needs and presentation.

If, as a result of these approaches, we do identify that a child is not making expected progress and may have SEND 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, small group interventions and support at break and lunch times. 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 the Educational Psychologist. It may be appropriate to pursue specialised assessments from professionals to help in identifying and removing barriers to learning. 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.

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 pitched at the correct level for children in Y2 upwards. 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 to check their progress in phonics and reading. The Salford Sentence Reading Test is also additionally used to assess reading ability. Children in Early Years with possible SEND are assessed using the Wigan Council Early Years Support Tool.

Children's needs in the area of communication and interaction are also assessed using the WellComm speech and language assessment and intervention program. All children in our nurseries and Reception classes are assessed using this on an ongoing basis. Children in Y1-6 are assessed on an ongoing basis if they have previously presented with concerns in this area.

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. Additionally, there are assessments connected to interventions that are specific to individual children which are also carried out within school.

Where specific interventions are provided for children, baseline and exit assessments may be conducted to assess the impact of the intervention and to identify any further support which may be required, in line with the 'Assess, Plan, Do, Review' cycle.

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

Our SENDCO is Mrs O'Brien. They can be contacted in school via telephone (01942 883773) or via email (enquiries@admin.saintgeorgescentral.wigan.sch.uk). If you wish to see Mrs O'Brien please contact the school office and a suitable time will be arranged. Our governor with responsibility for SEND is Mrs Morgan. They can also be contacted within school via telephone (01942 883773) or via email (enquiries@admin.saintgeorgescentral.wigan.sch.uk).

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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. We aim to adhere to

Quality First Teaching at St George's Central CE Primary School and Nursery includes but is not limited to:

- High expectations and aspirations for all children
- 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 given in small chunks
- Teaching assistants 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 and 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

If a child is not making expected progress, despite inclusive, high quality teaching and potentially is presenting with SEND then the approaches used for identifying children with SEND, as described in Section 2, are followed.

Support and interventions that we provide at St George's Central CE Primary School and Nursery includes, but is not limited to:

- Reading Explorers
- Little Wandle Letters and Sounds keep up sessions
- Maths Recovery based approaches
- Pre-teaching and post-teaching
- Working-memory based interventions
- Clever Fingers (fine motor)
- Sensory diet related activities
- Use of sensory breaks and movement breaks
- Mental health and well-being groups
- Team Building activities
- Pastoral mentor support
- Early Risers
- Talking Partners (English/speaking/listening/social skills)
- Lego Therapy
- Communication groups
- Speech and Language programs, based around advice from speech and language therapists
- WellComm speech and language intervention
- Talking Tables (vocabulary/social skills/turn taking/stories)

Targets set and approaches to achieve targets set will be compiled into a Learning Plan for some children with SEND. This will be created by class teachers in conjunction with the SENDCO and parents/carers.

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

Aligned with the GMOAIP and Wigan Ordinarily Available Inclusive Practice documents, our adaptations include adaptive teaching to meet the needs of all our children. Adaptation of the curriculum, teaching and learning environment can take many forms and is pertinent to the needs of individual children. It may involve:

- Talking Tables (vocabulary/social
- Flexible grouping

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- 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 or pictorial resources
- Visual aids to help understanding of key concepts
- Providing opportunities to record answers or demonstrate knowledge in different ways, including using technology.
- Use of visual timetables, now and next and when and then boards
- Softer lighting and soft furnishings where possible to cultivate a homely environment
- Neutral, calming tones used for display purposes
- Well organised and clearly labelled resources

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 and learning environment 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, as described in Section 5. Staff are 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.

Further adaptations have also recently been made to the whole school environment beyond classrooms. A sensory room is provided for children throughout school. The focus of this is on sensory circuit/sensory diet based work. Resources focus on the alerting, organising and calming sections of a sensory circuit and children are able to use this as and when required. A therapy based room has also been provided to children, this includes a space for sand and art based therapy approaches and a role play space. Additionally, there is a large space dedicated to mental health and well-being which is primarily supervised by the pastoral mentor. Work in this area is ongoing and further adaptations will be made as is deemed necessary to best support children with SEND at our school.

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 all 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. 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. Children with SEND are also able to engage in activities with other children who do not have SEND through ATSA (Atherton and Tyldesley Sports and Arts) events, both within our school and with other local schools.

Children are also encouraged to take part in sports days, school plays and any other special events. Where appropriate, adaptations and extra support are available to ensure that all children can participate in the extracurricular activities that we offer. At our school we also offer annual residential experiences to all children from Y1 – Y6. The length and type vary according to children's ages but they are available for all children regardless of any special educational needs. As with extracurricular 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.

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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/carers are informed of our offer for children with SEND. Parents/carers of children with SEND are encouraged to speak with staff should the need arise and equally staff will not hesitate to consult with parents/carers. Where relevant, termly reviews are held between parents/carers of children with SEND, the class teacher and the SENDCO. These provide an opportunity to discuss progress made, targets set, support in place and next steps, including Learning Plans if children have one.

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/carers are able to come into class and join in activities with their class. This provides a valuable opportunity for parents/carers 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/carers where further concerns arise. If we are intending to make any key changes or adaptations to documents or approaches to SEND within school, we aim to consult with parents/carers 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/carers. 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. Sections 2, 3 and 5 contain more information around this.

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 Learning Plan, if they have one. 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 towards identified outcomes in their EHCP is discussed and new targets are set.

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.

For children transitioning to their next class within our school children spend three full days with their new class in Summer 2 half term. Children with SEND are supported through this process. However, the level and nature of support varies according to individual children's needs in this area.

Teachers may also 'drop in' to classes to see children with SEND who will be in their class the following year. This is to develop children's understanding and knowledge of them as a familiar adult.

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Transition booklets are again used to support the process when needed also. The SENDCO and children's new class teachers will also meet with parents/carers to explain the arrangements for new classes and also the arrangements for transition.

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. Stirling well-being questionnaires for Y4-6, the Motional program of assessment of social and emotional mental health and the 'I wish my teacher knew' initiative are all utilised to gain an understanding of children's social and emotional development and what can be done to help promote and improve this.

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 well-being support on a one to one or small group basis. Our Pastoral 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 or well-being based interventions also take place in our well-being rooms for identified children.

We provide pupil passports 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, dependent 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 and the rationale for such training 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 and complete referrals. Specialist expertise we have access to includes but is not limited to:

- 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/carers with recommendations for supporting their child at home.
- SALT (Speech and Language Team) who will assess children, provide advice and potentially work directly 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 Education Team 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 also 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 enable us to consider the cost of a strategy or intervention in light of the impact it has had.

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.

There is an ongoing program of overall monitoring of the effectiveness of our SEND provision through our termly Improving Learning calendar. This includes but is not limited to 'drop ins' to classes by the SENDCO or other senior leaders to audit SEND provision, meetings with children and parents/carers, gathering pupil voice and monitoring of programs and systems used to assess children's with SEND. The work of the SENDCO in ensuring our SEND provision is effective is also evaluated on an ongoing basis by other senior leaders.

17. How do we handle complaints from parents/carers 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 another member of the Senior Leadership Team.
- If there is still no resolution the Head teacher will become involved and will discuss the matter with staff and parents/carers 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 Compliments and Complaints policy and our Communication Plan are available on our school website if you require further information.

18. Who can parents/carers 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, in line with our school's Communication Plan to discuss any concerns. Within school we aim to support parents and we are always willing to listen and offer support and advice. Various teams and agencies are available to support parents/carers, depending on the situation. The SENDCO can facilitate contact with these services or they can be contacted directly through the telephone numbers/links below:

- Targeted Educational Support Service 01942 201914
- Educational Psychology Service 01942 486238
- Wigan, Wrightington and Leigh NHS Speech and Language Service 0300 707 7700

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- Children's Occupational Therapy Service 0300 707 1476
- Wigan Council SEND Information Advice and Support Service (SENDIASS) 01942 233323
- Wigan Family Welfare counselling service 01942 867 888
- Embrace Wigan and Leigh 01942 233323
- A Team Hub Leigh 01942 316072
- Wigan Parent Carer Forum 01942 939668

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

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