



Special Educational Needs Information Report 2022/2023

September 2022

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 are able to cater for the four broad areas of SEND which are:

- **Communication and interaction** - for example children with autism spectrum condition, speech and 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 differentiated work, extra support during whole class work and some small group intervention. 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 will 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 either professional 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 on the SEND page of our website.

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In the case of children with social, emotional and mental health needs these 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 Key Stage 2 children and the use of Motional for identified children in Key Stage 1. 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. 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 what they require more structured support with. 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). 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).

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.
- 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

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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 daily basis and assessing the impact of the plan. The impact of the support or intervention is then reviewed and next steps are agreed.

Support and interventions that we provide at St. 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.
- SEALs
- 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 lessons are differentiated to meet the needs of all our children. Differentiation may occur by the groups children work in, the content of the lesson, the teaching style used, the outcomes expected from different children, the level of support provided by adults and the opportunity to record work or answers in different ways. This is not an exhaustive list and there are many ways that differentiation occurs which are personal to the individual child to ensure the curriculum is adapted for children with SEND.

Additional support for children with SEND is also provided through the use of teaching assistants. Teaching assistants may support learning in small groups and some may be deployed to work on an individual basis with particular children. We also utilise interventions to provide additional support for children with SEND. Teaching assistants are fully trained and are able to deliver these well 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. For 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.

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

Teachers will carefully plan activities that include group work where children with SEND will be able to work with children who do not have SEND. This is part of day to day classroom practice. During break and lunch times all children are on the school playground. Teaching assistants run activities that are inclusive for the children at break and lunch time. All of our extra-curricular activities and school visits are available to all our children, including our before school club. During each half term we have twenty or more extra-curricular activities so there is a lot of choice and opportunity to take part in these. All children are encouraged to go on our residential trips to Hinning House for Y5 and London for Y6. Also all children are 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.

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 communication is key when dealing with SEND. Parents/carers of children with SEND are encouraged to speak with staff whenever they feel they need to and equally staff will not hesitate to consult with parents. Staff will share targets their children are working on with parents and will provide advice and suggestions of things that can be done at home to further support their child. Where relevant, progress data from B squared assessments are shared on a termly basis and parents and children are consulted to identify children's next steps. End of year data from B squared is also included with identified children's end of year report. Parents' evenings 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. Also the SENDCO is easily contactable in school and is available to meet with parents most days. 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 termly basis to gather their thoughts and views on their education. Actions from these discussions are then fed back to teachers and where appropriate, changes are 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.

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Parents/carers are made aware of children's results on a termly basis and we hold 'drop ins' where parents/carers are welcome to come and discuss assessments and progress with teachers. 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.

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, where possible, records are delivered or collected promptly, meetings between relevant staff are organised and children attend transition days. The level of support put in place will depend on the needs of individuals. We have used 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 learning mentor is also able to provide support for children in this area. Depending on the child and situation they may have individual sessions with our learning mentor or they may do some work on social and emotional aspects of learning in a small group. Our learning mentor is also able to advise parents in this area. Additionally, Wigan Family Welfare provide counselling for any children that need it. 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 full list of training staff have had is kept by the SENDCO. 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.

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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.

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. Specific resources or equipment may be decided upon through 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 as part of the intervention or can be done 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. Boxall profiles also allow us to evaluate the effectiveness of provision as these show how a child's social and emotional skills have developed over time. 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 at as low a level 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.

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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 available most days and appointments to discuss any concerns can be made easily. 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. The link can be found below:

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

The Wigan Council Family Directory also provides a list of services which can support children and their parents with SEND. The link can be found below:

<http://fis.wigan.gov.uk/kb5/wigan/fsd/results.page?familychannel=2>

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