



## SEN Information Report



### 1. How do we know if children need extra help?

We recognise that parents/carers are their children's first educators and are the people who know their children best. We value parents/carers contributions through formal (parents evenings) and informal discussions.

We liaise closely with other professional agencies, such as health or social care to ensure that any child with SEND receives a seamless transition to our school.

Within school, we have a named SENCO to whom teachers and other members of staff can raise concerns.

### 2. What can parents/carers do if they think their child may have special educational needs?

In the first instance talk to your child's class teacher as she/he is the person who has got to know your child best within school.

We operate an open door policy so there is no need to wait for parents evening.

If needed, the next step will be to involve the SENCO who, after consultation, will decide what interventions are needed.

The interventions may take the form of school based additional help or by seeking further assessment of need by using the specialist educational services that Wigan LA provide. Liaison with health or social care may also be needed at this stage.

### 3. How do we support your child in school?

Your child's class teacher works in close collaboration with yourself, the SENCO and any other professionals in order to ensure that the planned education programme will meet your child's needs.

The needs of each child vary greatly. If your child has a high level of need, they may have access to a trained adult whose role it is to support your child.

However, it may be decided that your child benefits from working within a small group for targeted and regular interventions.

It is the responsibility of the class teacher to ensure that the planned learning programme is delivered. The SENCO monitors the impact and effectiveness of the learning programme and the Senior Leadership Team carry out a termly analysis of progress.

These processes enable us to ensure that interventions and support remain appropriate.

The schools Governors are kept informed via termly Governors meetings and there are named Governor with responsibility for SEND.

It is the role of the Governor to liaise with the SENCO and other members of the Senior Leadership Team.



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### 4. How do we match the curriculum to your child's needs?

We set high expectations for all children at our school.

We believe in quality teaching which enables us to provide most of the differentiated learning within the classroom.

In order for each child to reach their potential, it is the responsibility of the class teacher to plan learning experiences that enable each child to learn new skills and to consolidate skills already learned. Children with a high level of need have a personalized education plan. Other children may have access to small withdrawal groups to enable them to focus and attend in an environment with fewer distractions.

### 5. How do we communicate with parents/carers and how do we help parents/carers to support their child learning?

Throughout each academic year we have formal parent's evenings in which we actively involve the children as we encourage them to take responsibility for their own learning.

In reception class all parents are involved in the Orbit programme, which provides an ongoing online observation portfolio which includes photographs, postcards, observations and assessments. Throughout the Reception year both formal and informal meetings are held between school and parents in specific areas such as reading and helping at home etc...

As well as the formal parent's evening we have throughout school a series of pupil / teacher interviews, in which progress and attainment are jointly evaluated. As well as children knowing exactly where they are in terms of progress and attainment they also discuss what is needed to progress further.

The school's open door policy allows any concerns or worries to be dealt with appropriately and quickly.

### 6. How do we support your child's overall well being?

Children are actively encouraged to talk about concerns and these concerns are dealt with sensitively and appropriately. The school subscribes to the SEAL programme (Social & Emotional Aspects of Learning), which actively encourages co operation, respect, difference of opinion, tolerance, self esteem etc...

Parents are encouraged to contribute through the use of our open door policy; contact can be made with class teachers via the school office. Where there are medical needs the school will address these appropriately. More general medical needs, such as administration of medicines are carried out within the recommendations of the D/E guidance.



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### 7. What specialist services and expertise do we access at school?

Within the school based staff training is undertaken on a regular basis to ensure that staff are capable of working with children who have special educational needs. If those needs are greater than what the school can support, the school can access various outreach support – these include occupational therapist, speech and language experts, targeted educational support, educational psychologist, specialist schools, visually or hearing impaired expertise, social care, gateway health workers etc...

### 8. What training have staff received, or are going to receive, in order to support children with SEND?

When a child comes to school with a particular need, or develops a need whilst in school, we ensure that the relevant training is accessed.

All members of the school community receive Safeguarding training every three years, with the Designated Teacher receiving training every two years.

We encourage staff members to access training offered by the Outreach Service at Hope School.

### 9. How will we ensure that your child is included in activities outside the classroom, including school trips?

All trips and activities are planned with access for all in mind. The school has a policy of paying for all visits and visitors (apart from residential) and not asking parental contributions in order to reduce any discrimination.

Thorough risk assessments are undertaken before activities take place.

All relevant support is made available for children.



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### 10. How accessible is our school environment?

Our Accessibility Plan clearly demonstrates how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions.

We consult with specialist professionals and parents to ensure that we are able to provide the equipment and facilities to support children.

There is wheelchair access to most areas of the school, including the outside environment.

We are aware of the requirements around creating calm and neutral classrooms.

### 11. How do we support your child when he/she starts school, transfers to a new school or moves onto the next stage of education?

We offer a flexible approach to your child's introduction to school with regards to the number of preparatory visits.

We are able to visit your child in their pre-school setting and also at home.

If your child transfers to another school we liaise closely with the receiving.

When your child is moving onto the next stage of education we offer support through extended or additional visits, close liaison with the next education provider and detailed tracking and progress information.

At every stage we consult with parents/carers.

### 12. How do we allocate resources and how are they matched to your child's additional needs?

We have a detailed Provision Map which enables us to match needs to interventions and support.

We use the advice of other professionals to provide appropriate support.

We review provision at least once every term.



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### 13. How do we make decisions about the type and amount of support your child will receive?

We consider very carefully the advice from you, the child's parents/carer, other professionals, previous educational settings and information that we gather through informal and formal assessments.

School meets with outreach support in September and January each academic year to plan and prioritise appropriate levels of support for pupils and also to monitor and evaluate support already undertaken.

### 14. How can parents/carers become involved in school life?

We welcome volunteers to work within school; many have gone on to gain qualifications and employment in education.

On entry to school every family automatically becomes a member of the Bryn Gates Association (P.T.A. equivalent).

We have a thriving parental representation on our Governing Body.

### 15. Who should you contact for further information?

Please contact the school office to arrange a visit when you are considering our school for your child's education.

If your child already attends our school, please contact your child's class teacher in the first instance.

If necessary, you will be signposted to the SENCO; at present Mr. S. C. Sheekey.

We pride ourselves on being a fully inclusive school.

All members of the school community are proactive and fully involved in every child's education and personal development.