



SEND Information Report 2023-2024

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

How are children with Special Educational Needs identified at this school?

At Bishop Wilson we believe in the importance of early identification of Special Educational Needs. This identification is enabled through daily monitoring, analysing early assessment data and continuing assessment and monitoring cycles throughout the year. We will gain evidence from:

- Teacher assessments and screenings that may indicate lack of expected rates of progress or gaps in knowledge and skills
- Parents views at parents' evenings, review meetings and interaction on a daily basis with class teacher over any concerns
- Children's voice on Target Forms and in Learning Walks
- External agencies advice when appropriate

Children may be then placed on a monitoring register and receive interventions to support needs or close any gaps. If progress has not been made within 2 terms then it may be they have additional needs and require further extra support and will be placed on the SEND register.

The children will receive termly Target Forms, as part of our graduated approach, that specify a long term target in the area of need and smaller targets and provision that will be put in place to support these which are assessed and reviewed on the plan, do, assess and review cycle with all staff involved, parents and the child. Target Forms are reviewed throughout the year, but formally 3 times, towards a long term target. Both children and parents are involved in the process of writing and reviewing them with the class teacher each term.

Each child on the register will also have a pupil profile sheet that identifies their strengths and difficulties and how this may present itself. It will also focus on strategies and tools that can be used to support this. Children also complete their own pupil profile to identify their likes/dislikes and how they feel they are best supported in school.

At Bishop Wilson we always work within the SEND Code of Practice (2014) and aim to help your child achieve. Identification of some special educational needs is made by other professionals, with school and parents providing the data and information. This may include pupils with ADHD, ASC, speech and language and dyspraxia. If the identified condition impacts significantly on the pupil's ability to access teaching and learning, then the pupil will be placed on the Special Educational Needs register and will be given a SEND profile and targets if needed.

Who should parents contact at the school if they have a concern around the needs of their child?

All staff are trained in identifying and assessing children who have additional needs and therefore any parent with a concern would firstly contact their class teacher. If necessary, a meeting with SENCO can be arranged and next steps

discussed. At Bishop Wilson school the SENCO is Mrs Natalie Grimster – you can contact her through natalie.grimster@bwccf.cheshire.sch.uk
Our SENCO Governor is Stefanie Boyle who can be contacted via the school office. If you wish to make a complaint then you can contact Mrs F Davies on 0151 336 3396 or email freda.davies@bwccf.cheshire.sch.uk

What types of Special Needs do we cater for at Bishop Wilson School?

At Bishop Wilson we are fully committed to being an inclusive school. We cater for all aspects of additional needs including children who have difficulties around Communication and Interaction, Cognition and Learning, Physical and Sensory development and Social, Emotional and Mental Health needs.

We support parents and staff in the identification of barriers within these areas of needs and work closely alongside outside agencies for support or referrals within this. As a school we currently work with or refer into:

- Speech and Language Therapists
- Educational Psychologists
- Community Paediatricians
- CAMHS
- School Nurse
- Autism Team

For some children other bodies may be involved such as Health and Social care or Local Authority Support Services. If a child needs further support with other professionals the school will always ensure to work in partnership with parents for this.

How do we ensure that children with SEND can engage and access the Curriculum alongside other children within the school?

At Bishop Wilson through Quality First Teaching and adaptations we ensure that all children are included within Curriculum activities. Teachers plan using pupils' achievement levels and ensure the curriculum and activities are adapted to reduce barriers to learning.

Any activities or trips planned ensure that all children can participate, including residential trips and that any specific support or adaptations are available for the child. Children may have additional adults working with them in or outside the classroom. The curriculum may be adapted through:

- Personalised tasks and activities
- Task cards, Now/Next boards and pictorial instructions
- Use of different apparatus and resources
- Work stations or quiet areas

We also offer children at Bishop Wilson clubs that promote life skills if needed to support their social and emotional needs alongside building friendships. A copy of Inclusion Policy is available to download from our website.

How can school ensure that parents are aware of how their child is doing in school?

At Bishop Wilson we pride ourselves on our Open Door Policy and positive relationships that are formed between parents, children and teachers. You will have contact with the class teacher daily and have the opportunity to make longer appointments where necessary. An appointment can also be made with the SENCO through the same channels.

All children are assessed through their daily lessons and assessments are tracked and monitored throughout the year. These are shared in Parent Evenings, Target Review meetings and reports.

If your child has complex SEN and is in receipt of an Educational Health Care Plan or Top Up Funding then an Annual Review will be held within the school where all agencies will come together to discuss progress being made. Parents will also share their knowledge through completing the parent voice and 'Our Story' document if needed.

What support will there be for my child's overall well-being?

At Bishop Wilson we strive for all children to have a positive self-esteem and feel safe, happy and healthy at our school. We are an inclusive school and each class teacher is primarily responsible for the social and emotional well-being of each child in their class. All staff have been trauma informed practice. We encourage children to talk to an identified adult if they have any worries or concerns and offer extra pastoral support if needed. Some children may also attend nurture groups to improve their social and communication skills and develop their emotional resilience. Each child's Social and Emotional needs are different and interventions and strategies are planned accordingly.

As a school we are aware a child with SEND needs may be more vulnerable to bullying and child on child abuse and staff are vigilant in observing this and following the behaviour and anti-bullying policy to ensure all children feel secure and safe within school. Any incidences will follow procedures and be recorded on our safeguarding systems.

At Bishop Wilson we have an inclusive approach to teaching and aim to include all children. We use Quality first teaching with necessary adaptations and scaffolding. We try and use a range of resources to support all needs and ensure a multi-sensory style approach when necessary. We want to promote independent learning and try and use questioning and support tools for this.

If a child needs any adaptations to the class or school environment this is taken into consideration. This can include support seats, sensory objects, overlays, hearing loops, visual timetables, appropriate seating in class and writing resources.

If you had concerns around this the class teacher would be your first point of contact. If your child is in receipt of top up funding and works with a 1:1 Teaching Assistant we may use a home school communication book, which explain how the child has been that day.

How will the school prepare and support my child to join or leave school during transition times in their Education?

At Bishop Wilson Primary we believe that Early identification and support is key to a child's education. For children beginning in our Early Years Foundation Stage we visit them in our pre-school setting numerous times to meet them and speak to their key workers. For children who will be joining us from feeder nurseries and pre-schools we ensure that we work closely together to understand the needs of the children that are about to attend our school through observations in their setting and also holding Action for Inclusion meetings within school where all agencies that are involved with your child come together to discuss next steps and provision.

As your child begins Reception the class teacher will invite you in at least once a term to discuss progress. Throughout school as your child moves through classes we hold transition days and will sometimes suggest that the transition period is extended for some children with complex needs or a transition book is made with photographs of the teacher and the classroom. All information is passed on from teacher to teacher during meetings supported by the SENCO prior to the children moving into the class.

The same procedures will commence when your child is about to attend to attend High School. If your child has an EHC plan meetings and discussions with school, parents and the Local Authority will take place to discuss which High School can offer the best possible provision for your child. SENCO will meet with staff from High School to discuss support and provision that has been given in Primary School Again during Transition period this may be extended and children may attend extra sessions at the High School.

How do we evaluate the effectiveness of the provision made for children and young people with SEND?

Each child is assessed, and progress tracked each half term. This is done through our PIRA, PUMA and GAPS assessment. We also use the 'Pathways to Writing' assessment to support our writing. For children with additional needs the SENCO may feel it necessary to conduct further testing to identify their needs. Through analysing progress of the children, we are able to evaluate the impact the interventions have or are having. Regular meeting with teachers, teaching assistants, staff and children ensure that interventions are having a positive impact on the children's development.

Any Target forms are continually monitored and changed and this is shared every term. This ensures parents and children have full ownership of their targets.

How are parents and children involved in the school?

At Bishop Wilson we believe that a partnership between school and parents is extremely important. Our open door policy means that you are able to catch the class teacher on a daily basis. Appointments can then be made for after school to

discuss any questions further. If parents and class teacher feel necessary, the SENCO can become involved. We will share any information from outside agencies with parents as it arrives.

Pupil voice is very important at Bishop Wilson. Children are involved in all their SEND profiles and their voice is recorded on these and to make them aware of their targets. They also have a member of staff that they can speak to if unsure or worried about anything. At Bishop Wilson we take bullying very seriously and aim to support all SEND children in this. As a school we celebrate differences and have class and whole school assemblies to focus on this alongside our PSHE curriculum and Making a Difference award.

What training has staff supporting children with SEND having or had?

We have access to a number of training courses specialising in SEND and offer the sessions to teachers and teaching assistants in order for them to be able to support small groups and individual children. The SENCO delivers regular SEN updates and reforms through staff meetings.

All staff are trained to deliver high Quality First Teaching that is differentiated to meet the needs of all learners. Staff also have experience in other areas of training such as Dyslexia, Autism and CPD/training is offered to further support this whenever available or needed.

The SENCO attends cluster meetings and leads and delivers at least 1 staff meeting per term to ensure that all staff are clear on any reforms and training needs that can be catered for.

We work closely with all outside agencies and will arrange training where appropriate. We know it is important to work alongside a range of bodies and this includes the Educational Psychologist, Speech and Language, Occupational Therapist, Paediatrician and many more. We also attend local clusters as a support network with other professionals.

How is the decision made about what support and how much support my child will receive?

All children who have additional needs are unique and will require individualised support. Some children will require support in class for English or Maths for example and some children will need this support to promote and establish social and emotional development. Parents will be involved in all decision making and where we feel a child needs extra to support than what is being given by the school we will begin the process of applying for additional funding or an EHC plan in more complex cases.

Who can I contact for more information?

If you have any questions or queries regarding our school and SEND provision please contact our school office or check the local offer on Cheshire West website - <https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>

Natalie Grimster – SENCO – natalie.grimster@bwccf.cheshire.sch.uk

Helen Friend – Executive Headteacher – helen.friend@bwccf.cheshire.sch.uk

