



# Bedford Hall Methodist Primary School

## SEN Information Report

At Bedford Hall Methodist Primary School we aim to provide a broad and balanced curriculum for **all** children, who at any time might require special educational provision to support their needs. Systems have been implemented for early identification of barriers to learning and participation, and we aim to minimise barriers and maximise resources to support learning and involvement.

### **How does Bedford Hall Methodist Primary School know if my child needs extra support?**

Bedford Hall Methodist Primary School recognises that children have a special educational need or disability (SEND) if they have a difficulty in one of the four areas of SEND:

- **Communication and Interaction** - This includes speech and language difficulties, attention and understanding
- **Cognition and Learning** – Children who are not working at an expected level within one or more subjects appropriate to their age/year group
- **Social, Emotional and Mental Health** - The Pastoral Manager may be involved with children with a difficulty in this area
- **Sensory and/or Physical** - Children who have a hearing or sight impairment, or require adaptations to the environment or resources to access the curriculum.

### **We recognise that a child has a learning difficulty if they:**

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have been identified as having a specific learning difficulty such as dyslexia, dyspraxia, etc.
- Have a disability that prevents the child from making use of educational facilities of a kind generally provided for children of the same age, in schools within the area of the local education authority.



### **The Disability and Discrimination Act (DDA) defines a disability as:**

*“a physical or mental impairment which has a substantial and long-term adverse effect on (a person’s) ability to carry out normal day to day activities”.*

In school, we recognise that a child has a disability if they have:

- Difficulty getting to and from school, or moving around school
- Manual dexterity; holding a pen, using tools or throwing or catching a ball
- Difficulty carrying objects
- Difficulty controlling the need to go to the toilet
- Difficulty hearing or seeing

### **How does Bedford Hall Methodist identify children who require additional support?**

We have a clear approach to identifying children who may need additional support to access the curriculum. This is achieved through a graduated approach. This information is gathered in a variety of different ways, which allows school to identify children who may need additional support to access the curriculum:

- Transitional meetings, involving children and parents, prior to entry into Early Years Foundation Stage (EYFS).
- Information from children’s pre-school settings, where relevant.
- EYFS observations and data.
- Teachers’ continuous formal and summative assessment. This allows for identification of children not meeting age-related targets and therefore not making expected levels of progress.
- Termly meetings between teachers and senior leaders to identify children who are not making expected levels of progress and to discuss the reasons for this.
- Parental meetings, including Parents’ Evening meetings and any additional, relevant, meetings.
- Meetings with the school’s SENDCo to discuss concerns.
- The SENDCo may seek support or advice from outside agencies for children who need additional support or assessment.
- Observations carried out by outside agencies.
- Reports from outside agencies.
- The school also uses more specialist assessments including: Wellcomm, Irlen and Pearson dyslexia screener test.



## **What is the school's approach to teaching children with special educational needs?**

**Once a concern has been raised about a child,** the necessary actions will be put into place. First, and foremost, the child will be supported within class through quality first teaching. In addition to this, an intervention, designed to reduce gaps in learning or support necessary development, will be devised and put into place. For example, this may involve a one-to-one phonics sessions or precision teaching to support spelling-related difficulties.

**If, despite intervention, the child is still not making necessary progress,** the Epworth Trust graduated approach process will be followed. This will involve a period of, 'Notice, Try and Check'. Interventions and/or provision will be planned and monitored by the teaching staff and SENDCo.

**If a child continues to have difficulty after intervention or requires a high level of support to access the curriculum,** the child will be considered to have Special Educational Needs (SEN) and will be placed on the schools SEND register. A child will have an 'All About Me' profile to summarise their needs. If a child is LLN (ii) or HLN an 'Assess, Plan, Do, Review' support plan will be written by the Class Teacher, in consultation with the SENDCo. Plans are reviewed with parents at regular intervals. Specialist support will be sought from external agencies as deemed appropriate.

**If a child does not make progress, despite additional intervention and support including a range of expert advice and specialist assessments,** an Education, Health and Care Plan (EHCP) will be considered. The school will, in consultation with the child and parents/carers, request a statutory assessment of SEND.

**A child with an Education Health Care Plan (EHCP)** will receive the necessary support outlined in their plan. They will also have an APDR support plan with a focus on specific needs which will be reviewed at regular intervals throughout the academic year. EHC plans will be reviewed annually with all relevant parties invited, including the child's parents/carers, class staff and relevant outside agencies.



## How do we make adaptations to the curriculum and learning environment?

At Bedford Hall Methodist Primary School, we aim to deliver high quality provision to meet the needs of all children and young people with additional needs. We do so in line with sections 1.24 and 1.25 of the SEND Code of Practice.

Adaptations to enable children to access curriculum content are planned for by teachers across all curriculum areas. Adaptation means that there is an appropriate level of challenge and support to match the needs of all learners. To support the children's access to the broad curriculum, children will be supported as widely as possible to be taught inclusively in the classroom. To support them further, children may work with an adult, either 1:1 or supported within a group, or work collaboratively with peers.

## Who will support my child at Bedford Hall Methodist Primary School?

There are several key staff who will support your child:

**Your child's Class Teacher** will make sure that the tasks set for your child are appropriate and accessible. The class teacher will inform the parent/carer of any additional provision and targets.

**Teaching Assistants and Higher-Level Teaching Assistants** support children in class and carry out interventions.

**The Special Educational Needs Coordinator (SENDCo)** co-ordinates the provision of SEN throughout the school. They will ensure the school is effective in its arrangements and provision for children with SEN, attending Local Authority meetings and keeping up to date with any national changes, Ofsted guidance, etc.

**The SEND School Governor** works with the SENDCo in leading SEN throughout the school. The Governors receive a termly report from the SENDCo to keep them updated with provision in school and any updates.

## Are there other professionals who can support my child?

We aim to ensure that a child with special educational needs and/or disability has their needs met. In order to achieve this, we liaise with appropriate support/children's agencies, including:

- **Speech and Language Therapists (SALT)** - Work both in and out of school to complete assessments and provide strategies for children with communication, speech, and language difficulties.



- **Educational Psychologists (EP)** - Complete assessments/observations and provides advice for home and school.
- **Occupational Therapy Service (OT)** - Identify areas where a child's function, participation and independence at school, home and the community can be supported.
- **Outreach** – A qualified teacher from a Wigan Council Special School will offer support and advice for children with specific needs.
- **Early Learning and Childcare Team (ELCC)** – Support children in our nursery and reception classes. They complete assessments/observations and provide advice for home and school.
- **Secondary Schools** - We work closely with the SENDCos at high schools to ensure a successful transition. This may involve information sharing, training on specific intervention programmes or arranging extra visits to the high school for children with special educational needs.
- **GP's/Hospital Professionals/Paediatricians/School Nurse**
- **Ethnic Minority Achievement Support (EMAS)**
- **Local Authority SEND Team and Early Years SEND Team**

### **How is expertise secured for teaching staff and others working with children with special educational needs?**

- Bedford Hall Methodist Primary School is part of the Epworth Education Trust and as such has a supportive network of experienced SENDCos across the Epworth family of schools.
- The SENDCo (Miss Whalley) holds the National Award for Special Educational Needs. The SENDCo also attends training and meetings for SEND within the Local Authority to keep up to date about available services and developments.
- The Deputy Headteacher is also enrolled on the NPQSENCO which takes place from Autumn 2024 for 18 months. This is the new, mandatory training for future SENDCos.
- The SENDCo is a trained Irlen assessor and is also trained to screen pupils for dyslexia through the Pearson programme.
- We provide teachers and teaching assistants with support, expertise, resources, and training to assist them in planning and providing a relevant and adapted curriculum for all pupils.
- The Headteacher is the school's qualified mental health first aider.



### Training and Awards at Bedford Hall Methodist

<p><b><u>Communication &amp; Interaction</u></b></p> <ul style="list-style-type: none"> <li>- ELKLAN</li> <li>- WellComm</li> <li>- Autism Awareness and PDA</li> </ul>	<p><b><u>Cognition &amp; Learning</u></b></p> <ul style="list-style-type: none"> <li>- Read Write Inc. Phonics</li> <li>- Read Write Inc. Fresh Start and Fast Track</li> <li>- Tutoring</li> </ul>
<p><b><u>Social, Emotional &amp; Mental</u></b></p> <ul style="list-style-type: none"> <li>- Safe Teach</li> <li>- Zones of Regulation</li> <li>- LEGO Therapy</li> <li>- Social Stories</li> <li>- ADHD Awareness</li> </ul>	<p><b><u>Physical &amp; Sensory</u></b></p> <ul style="list-style-type: none"> <li>- Forest School</li> <li>- We utilise external expertise for this area eg. OT and school nurse</li> </ul>

### How will my child's progress be assessed and monitored?

Pupil progress is monitored by Class Teachers and the Senior Leadership Team regularly. We have a rigorous progress tracking system in school and use FFT Aspire.

For pupils working significantly below age related expectations, and therefore well below the National Curriculum, PIVATs will be used to enable staff to measure small, appropriate steps of progress and to support staff planning for immediate next steps for identified pupils. PIVATs is only used for a small group of pupils on roll and parents/carers are made aware of this as an assessment and target setting tool as appropriate.

### How will my child be involved about choices in their education?

- Regular pupil voice opportunities are completed by children throughout the school, both formally and informally, to gain their perspective on their education and school life. This will include what's working well and areas for development.



- Children are always involved in target setting and reviewing their progress. This may be completed formally with a Class Teacher and informally as part of self or peer assessment.
- Children with an Assess, Plan, Do Review and EHCP will be involved in reviewing their individual targets and support with setting the next steps.

### How will I be involved in my child's education?

Parents/Carers can meet with the staff at any time to discuss provision and progress as we operate an open-door policy. We value their knowledge, views and experience in relation to their child's needs.

How can I be involved?	When?	Who can attend?	Who can I meet with?
Open door policy	At any time	Children, Parents/Carers	Class Teacher, Headteacher, SENDCo or Pastoral Manager.
Parent questionnaires	Annually	Parents/Carers	Questionnaires will be evaluated by the Senior Leadership Team.
Coffee Mornings – ADHD Awareness, Autism Awareness	Annually	Parents/Carers	SENDCo
Parents evenings	Autumn Term Spring Term	Children, Parents/Carers	Class Teacher
Assess Plan Do Review Meetings	Regular Intervals	Children, Parents/Carers	Class Teacher SENDCo as appropriate
Annual Education Health Care (EHCP) reviews	Annually	Children, parents/carers	SENDCo, Local Authority representative and external agencies involved in your child's education.



## **Transition**

### **In the early years foundation stage:**

- Transition days within school are arranged for children to meet their teacher and peers.
- The Class Teacher or SENDCo will liaise with the child's current nursery setting.
- If necessary, the SENDCo will arrange a formal transitional meeting with the pupils current nursery setting and parents/carers.

### **Internal transition to the next year group:**

- Within school, class teachers prepare children for transition to new year groups, through lessons, discussions and activities in PSHE lessons.
- At the end of each academic year, pupils have a 'taster day' in their new classrooms so they can get to know their new class teacher and class support staff so they are prepared for September.
- At the end of each academic year, teachers carry out transitional meetings with the next year group teacher.

### **Preparing for secondary education:**

- Open days and school visits to our partner high schools.
- Assessment and progress data, attendance, pastoral information and SEND reports are collated and forwarded to the chosen high school to aid transition.
- If your child has an EHC Plan, the SENDCo of the chosen high school will be invited to attend the Annual Review Meeting, during the summer term of Year 6.

### **Transitioning from another primary school:**

- For children transitioning from another primary school, a visit is encouraged so that they can view the school, classrooms, and also meet their teacher and peers.
- Opportunities to discuss concerns, regarding SEND, can take place during this visit with the relevant members of staff. For those children transitioning to a new primary school, the same information will be forwarded as is outlined above in regards to joining secondary education.





### **What support is there for my child's wellbeing?**

At Bedford Hall Methodist Primary School, we support the wellbeing of every child.

- We have a Pastoral Manager who provides support to children with SEND where appropriate. They also offer wider family support as and when required.
- If a child has a medical need, there are trained first aiders available through school. A health care plan will be created in partnership with parents/carers as/when required.
- The SENDCo, Pastoral Manager and pupil committees facilitate pupil voice, where children have opportunities to share their views about provision.
- Each classroom has a calm corner and reflection area. Pupils also have access to the school wellbeing garden and aquarium.
- The school has an Anti-Bullying Policy in place, in order to recognise, report and eradicate bullying.
- We have a school therapy dog named Baxter.
- The School Counsellor visits site weekly.

### **What activities are available for children with special educational needs in addition to the curriculum?**

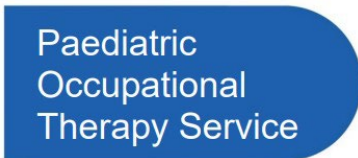
- School has an inclusive ethos and approach so that the whole curriculum is accessible for all children. School will also review on a case by case basis to make any necessary accommodation, alterations or risk assessments. Safeguarding procedures are well embedded, and adhered to by all staff, to ensure that all pupils, visitors and staff are in a safe, welcoming environment.
- The necessary support is provided within the classroom, through adult support, adaptive teaching or peer support, in order for children to access the curriculum. This also includes support and provision within PE lessons.
- Children with Irlen Syndrome will be provided with the relevant overlays or coloured exercise books.
- Extra-curricular clubs are open to all children. Many of these clubs are run by school staff, who know the children well. If the club is run by an outside organisation, they are advised about any necessary modifications or accommodations.
- Prior to visiting a venue for a school trip or visit, risk assessments are carried out, and, where possible, pre-visits by staff members. Accommodations will be made to ensure that all children can take part.



### How accessible is Bedford Hall Methodist Primary School?

- Adaptations have been made to make school accessible for wheelchair users.
- Adjustments would be considered, and reasonable, necessary changes and accommodations would be sought to be made, on a case by case basis, following an application.
- School has clearly sign posted fire procedures and completes practice drills. Personal Emergency Evacuation Plans (PEEPs) are put in place for identified pupils following discussion with staff and parents.
- Regular accessibility audits take place to inform the schools accessibility plan.
- Our School Accessibility Plan and Equal Opportunities policy includes further details regarding our access arrangements for disabled pupils and how we comply with educational legislation.

### Where can I find more information about support available in Wigan?

Useful websites		
<b>Wigan Local Authority Local Offer</b> 	<b>Occupational Therapy Service</b> 	<b>Hearing and Vision Support</b> 
<b>Speech and Language Therapy Service</b> 	<b>The Autism Pathway and Service</b> 	
Useful contacts		
<b>School office</b> - 01942 672614	<b>Wigan SENDS Team</b> - 01942 486136	



### **What if I am not happy with the provision my child is receiving?**

Your child's class teacher is your first point of contact if you wish to discuss your child's progress or any concerns you may have.

Alternatively, you can arrange to speak the Special Educational Needs Coordinator (Miss Whalley), the Assistant Special Educational Needs Coordinator (Mrs Edwards) or the Pastoral Manager (Mrs Anderton).

Any complaints regarding SEND can be directed to the Headteacher (Mrs Draper) or the Chair of Governors (Mr Meredith).

For information about the support the Local Authority provide, please click the link below.

<https://www.wigan.gov.uk/Council/Contact-us/SchoolComplaintsProcedure.aspx>