



Bedford Hall Methodist Primary School

SEND Information Report 2026-27

At Bedford Hall Methodist Primary School, we are committed to ensuring that every child is valued, included and supported to achieve their full potential. We believe that all pupils should have access to a broad, balanced and ambitious curriculum regardless of their starting points, additional needs or disabilities.

We recognise that some children may require additional support at different stages of their education. Through high-quality teaching, effective identification, appropriate intervention and strong partnerships with families and external agencies, we aim to remove barriers to learning and enable all pupils to flourish academically, socially and emotionally.

This SEND Information Report sets out how Bedford Hall Methodist Primary School identifies, supports and monitors pupils with Special Educational Needs and Disabilities (SEND) in accordance with the SEND Code of Practice (2015).

How Does Bedford Hall Methodist Primary School Know if My Child Needs Additional Support?

A pupil may be identified as having Special Educational Needs and Disabilities (SEND) if they experience difficulties in one or more of the four broad areas of need identified within the SEND Code of Practice:

Communication and Interaction

This includes difficulties with speech, language and communication, understanding language, social communication skills and attention.

Cognition and Learning

This includes children who experience difficulties in one or more areas of learning and who may not be working at age-related expectations despite appropriate teaching and support.

Social, Emotional and Mental Health

This includes pupils who experience difficulties with emotional regulation, social interaction, behaviour, anxiety, mental health or wellbeing.

Sensory and/or Physical Needs

This includes pupils with hearing or visual impairments, physical disabilities or medical needs that require adaptations to the environment, resources or curriculum.

We recognise that a child may have SEND if they:

- Have significantly greater difficulty in learning than most children of the same age.
- Have been identified with a specific learning difficulty such as dyslexia or dyspraxia.
- Have a disability that prevents or hinders them from accessing educational facilities generally available to children of the same age within mainstream schools.

Understanding Disability

The Equality Act 2010 defines a disability as:

"A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."

Within school, this may include difficulties relating to:

- Accessing the school environment.
- Moving around school safely and independently.
- Fine or gross motor skills, such as handwriting or using equipment.
- Carrying or handling objects.
- Managing personal care and toileting needs.
- Hearing or vision.
- Communication and interaction.

How Do We Identify Children Who Require Additional Support?

We use a graduated approach to identify children who may need additional support to access learning and participate fully in school life.

Information may be gathered through:

- Transition meetings with children and parents/carers prior to entry into the Early Years Foundation Stage (EYFS).
- Information shared by pre-school settings and previous schools.
- EYFS observations and assessment data.
- Ongoing teacher assessments and classroom observations.
- Analysis of pupil progress and attainment data.
- Termly pupil progress meetings between teachers and senior leaders.
- Parents' Evenings and additional meetings with parents/carers.
- Discussions with the SENDCo regarding any emerging concerns.
- Advice and assessment from external professionals.
- Observations and reports from specialist agencies.
- Specialist assessments, including WellComm, NELI, Irlen Screening and the Pearson Dyslexia Screener where appropriate.

The information gathered enables us to identify pupils who may require additional support and to ensure that early intervention is provided wherever possible.

What Is the School's Approach to Teaching Children with SEND?

When a concern is identified, the first step is to ensure that the child receives high-quality, inclusive classroom teaching. This is often referred to as Ordinarily Available Inclusive Practice (OAIP) and includes appropriate adaptations to teaching, resources and learning activities.

At Bedford Hall Methodist Primary School, we believe that high-quality teaching is the first step in responding to pupils who may have SEND. Teachers are responsible and accountable for the progress and development of all pupils in their class, including those who receive additional support from teaching assistants or through targeted interventions.

We use Wigan's Ordinarily Available Inclusive Practice guidance, alongside Trust and Local Authority SEND guidance, to support inclusive practice and ensure reasonable adjustments are consistently implemented across the school.

Additional interventions may then be introduced to address specific barriers to learning or development. These may include:

- One-to-one or small group phonics support.
- Precision teaching.
- Speech and language activities.
- Social and emotional support programmes.
- Targeted interventions to address gaps in learning.

If a child continues to experience difficulties despite these interventions, the Epworth Education Trust graduated approach of Notice, Try and Check will be followed. Interventions and support strategies will be planned, delivered and monitored by teaching staff in collaboration with the SENDCo.

Where ongoing difficulties remain and additional, sustained support is required, the child may be identified as having SEND and added to the school's SEND Register.

At this stage:

- An 'All About Me' Profile will be created to summarise the child's strengths, needs and support strategies.
- Where appropriate, an Assess, Plan, Do, Review (APDR) support plan will be developed by the Class Teacher in consultation with the SENDCo and parents/carers.
- Targets and provision will be reviewed regularly in partnership with families through the Assess, Plan, Do, Review (APDR) process.
- Advice from external agencies may be sought where necessary.
- The impact of support is reviewed at least termly using assessment information, classroom observations, pupil voice and parent feedback. This enables staff to evaluate the effectiveness of provision and identify next steps to support progress.

If, despite a range of interventions, specialist support and professional advice, a child continues to experience significant barriers to learning, consideration may be given to requesting an Education, Health and Care Needs Assessment.

Should an Education, Health and Care Plan (EHCP) be issued, the school will implement and monitor the provision outlined within the plan. An APDR support plan will continue to be used to track progress towards individual outcomes, and the EHCP will be formally reviewed annually with parents/carers, school staff and relevant professionals.

Exiting the SEND Register

A pupil may be removed from the SEND Register when evidence demonstrates that they are making sustained progress and no longer require provision that is additional to or different from that ordinarily available to their peers.

Any decision to remove a pupil from the SEND Register will be made in consultation with parents/carers, relevant staff and, where appropriate, the pupil themselves. Progress will continue to be monitored through normal school assessment procedures.

How Do We Adapt the Curriculum and Learning Environment?

At Bedford Hall Methodist Primary School, we are committed to providing high-quality provision for all pupils, including those with SEND. We follow the principles outlined in the SEND Code of Practice to ensure that every child can access an ambitious and inclusive curriculum.

Class teachers carefully plan lessons so that learning is accessible, appropriately challenging and supportive of individual needs. This may involve adapting teaching methods, resources, the learning environment or levels of adult support.

Where appropriate, pupils may be supported through:

- High-quality adaptive teaching within the classroom.
- Additional explanations, modelling and visual supports.
- Small group or individual support from adults.
- Collaborative learning with peers.
- Specialist equipment or resources.
- Targeted interventions designed to support identified areas of need.

Our aim is to ensure that children are included in classroom learning wherever possible and can participate fully in all aspects of school life.

How Are Resources Allocated to Support Children with SEND?

The school receives funding to support pupils with Special Educational Needs and Disabilities.

This funding is used to provide:

- Additional staffing and support
- Specialist equipment and resources
- Intervention programmes

- Staff training and professional development
- Advice and support from external specialists

The Headteacher, SENDCo and Senior Leadership Team work together to ensure resources are allocated effectively according to identified need and evidence of impact.

Where pupils have an Education, Health and Care Plan (EHCP), additional top-up funding may be allocated by the Local Authority to support the provision specified within the plan.

Provision is regularly reviewed to ensure that resources are being used effectively and contribute positively to pupil outcomes.

Support Provision

At Bedford Hall Methodist Primary School, we provide additional targeted support for a small number of pupils whose learning needs are significantly below age-related expectations and who require a more personalised curriculum.

Where appropriate, pupils access elements of our support provision for part of the school day. This support is carefully tailored to individual needs and focuses on:

- Communication and language development
- Early literacy and numeracy skills
- Independence and life skills
- Social interaction and emotional development
- Executive function
- Readiness for learning
- Access to the wider curriculum

Most pupils accessing this provision will have an Education, Health and Care Plan (EHCP) or be undergoing assessment for one; however, placement within the provision is determined by individual need rather than diagnosis alone.

Pupils continue to be included in the life of the school and spend time learning alongside their peers in the mainstream classroom daily for part of the school day. Provision is planned and reviewed regularly by the SENDCo, class teacher, parents/carers and any involved professionals to ensure it remains effective and meets the child's individual needs.

Who Will Support My Child at Bedford Hall Methodist Primary School?

A number of staff may be involved in supporting your child throughout their education.

Class Teacher

Your child's Class Teacher plays a key role in their learning and wellbeing. They are responsible for:

- Delivering high-quality teaching.
- Ensuring learning is accessible and appropriately adapted.
- Monitoring progress and identifying any concerns.
- Implementing and reviewing support strategies.
- Communicating regularly with parents and carers regarding progress and provision.

Teaching Assistants and Higher-Level Teaching Assistants (HLTAs)

Teaching Assistants and HLTAs support children's learning in the classroom and may deliver targeted intervention programmes under the guidance of the Class Teacher and SENDCo.

Special Educational Needs Coordinator (SENDCo)

The SENDCo oversees SEND provision across the school and works closely with staff, parents and external agencies.

Responsibilities include:

- Coordinating SEND provision throughout the school.
- Monitoring the progress of pupils with SEND.
- Supporting teachers in meeting individual needs.
- Liaising with external professionals and agencies.
- Keeping staff informed of current SEND guidance and developments.
- Supporting parents and carers through the SEND process.

SEND Governor

The SEND Governor, Mrs Pierce, works alongside the SENDCo and school leaders to monitor and support the effectiveness of SEND provision throughout the school.

Governors receive regular updates regarding SEND provision, outcomes and developments to ensure that statutory responsibilities are being met.

Are There Other Professionals Who Can Support My Child?

Where appropriate, we work closely with a range of external professionals and specialist services to ensure that children's needs are fully understood and supported. These services may include:

Speech and Language Therapy (SaLT)

Speech and Language Therapists assess children's communication needs and provide recommendations, programmes and strategies for use at home and in school.

Educational Psychology Service

Educational Psychologists carry out assessments and observations, helping to identify barriers to learning and providing advice for both school and home.

Occupational Therapy (OT)

Occupational Therapists support children whose physical, sensory or motor needs affect their participation, independence or access to learning.

Outreach Services

Specialist teachers from Local Authority special schools provide advice, training and support for children with specific needs.

Early Learning and Childcare Team (ELCC)

The ELCC supports children within Nursery and Reception by carrying out assessments, observations and providing guidance for staff and families.

High Schools

We work closely with high school SENDCos to support successful transitions. This may involve sharing information, discussing successful strategies and arranging additional visits where appropriate.

Other Agencies

Support may also be sought from:

- General Practitioners (GPs)
- Paediatricians
- Hospital professionals
- School Nursing Service
- Ethnic Minority Achievement Service (EMAS)
- Local Authority SEND Team
- Early Years SEND Team

How Is Expertise Developed and Maintained?

We are committed to maintaining a highly skilled workforce that can meet the needs of all learners.

As part of the Epworth Education Trust, we benefit from a collaborative network of experienced SEND professionals across the Epworth Education Trust.

Our expertise includes:

- A qualified SENDCo – Mrs Edwards has completed the National Professional Qualification for SENCOs (NPQ SENCO).
- Regular attendance at Trust and Local Authority SEND training and network meetings.
- SEND screening and assessment training, including Irlen Screening and the Pearson Dyslexia Screener.
- Ongoing professional development for teachers and support staff.
- Specialist training in areas such as:
 - Autism Awareness
 - ADHD Awareness
 - WellComm

- NELI
- ELKLAN
- Zones of Regulation
- LEGO Therapy
- Positive behaviour support
- Read Write Inc. programme
- Mental health and wellbeing support

Staff training is continually reviewed to ensure that we can effectively meet the changing needs of our pupils.

How Will My Child's Progress Be Assessed and Monitored?

We are committed to ensuring that SEND provision leads to positive outcomes for pupils.

The effectiveness of provision is evaluated through:

- Pupil progress and attainment information
- Attendance and punctuality data
- Behaviour and wellbeing information
- Pupil voice activities
- Parent and carer feedback
- Reviews of intervention impact
- Monitoring by the SENDCo and Senior Leadership Team
- SEND Governor monitoring
- Feedback from external professionals

This information enables us to continually review and improve the quality of SEND provision across the school.

Pupil progress is monitored regularly by Class Teachers, the SENDCo and the Senior Leadership Team.

The school uses a robust assessment and tracking system to monitor attainment, progress and wellbeing. Information from assessments, observations and regular reviews helps us evaluate whether support is effective and whether any changes are needed.

For a small number of pupils working significantly below age-related expectations, PIVATS assessment materials may be used to measure smaller steps of progress and help staff plan appropriate next learning targets.

Parents and carers will be informed whenever specialist assessment tools are being used to support target setting and progress monitoring.

How Will My Child Be Involved in Decisions About Their Education?

Children's views are valued and play an important role in shaping their educational experience.

We encourage pupils to participate in discussions about their learning and support through:

- Regular pupil voice activities.
- Informal conversations with trusted adults.
- Self-assessment and peer assessment opportunities.
- Target-setting discussions.
- Review meetings linked to support plans.

Children with an APDR support plan or an Education, Health and Care Plan (EHCP) are actively involved in discussing their strengths, identifying areas for development and reviewing progress towards their targets.

For pupils with an Education, Health and Care Plan (EHCP), pupil views are gathered as part of the annual review process and contribute directly to reviewing outcomes and future planning. We believe that children should be active participants in decisions affecting their education and wellbeing.

How Will I Be Involved in My Child's Education?

We recognise that parents and carers know their children best and are essential partners in supporting progress and wellbeing.

We operate an open-door approach and encourage families to speak with us whenever they have questions, concerns or information they wish to share.

Parents and carers can be involved through:

- Meetings with Class Teachers.
- Parents' Evenings.
- SEND review meetings.
- Annual Review Meetings for pupils with EHCPs.
- Parent questionnaires and consultation opportunities.
- Coffee mornings and information sessions linked to SEND topics.
- Regular communication with school staff.

We value the knowledge, experiences and perspectives that families bring and strive to work collaboratively to ensure the best outcomes for every child.

Transition Support

We understand that transitions can be particularly important for children with SEND and aim to ensure that all pupils feel confident and well prepared for change.

Starting School

Transition arrangements may include:

- Visits to school before admission.
- Meetings with parents and carers.
- Communication with pre-school settings.
- Additional transition visits where appropriate.
- Information sharing between professionals.

Moving to a New Year Group

To support internal transition:

- Children participate in transition activities and lessons.
- Pupils spend time with their new teacher and support staff.
- Staff hold detailed transition meetings to share information and successful strategies.
- Additional support is planned where needed.

Moving to High School

To support a successful move to secondary education:

- Pupils attend open evenings and transition events.
- Key information is shared with receiving schools.
- Additional visits may be arranged for pupils with SEND.
- Secondary SENDCos may attend EHCP reviews during Year 6 where appropriate.

Joining from Another School

For pupils joining Bedford Hall Methodist Primary School mid-year, we work closely with families and previous schools to gather information and ensure appropriate support is in place as quickly as possible.

What Support Is Available for My Child's Wellbeing?

The wellbeing of every child is a priority at Bedford Hall Methodist Primary School. We offer a range of support to promote emotional health, resilience and positive wellbeing.

This includes:

- Access to our Pastoral Manager.
- Family support where appropriate.
- A school counsellor who visits weekly.
- Calm and reflective spaces within classrooms.
- Access to the school's wellbeing garden.
- Opportunities for pupil voice.
- A trained Mental Health First Aider on staff.
- Support from Baxter, our school therapy dog.

Where a child has a medical need, we work closely with parents, carers and health professionals to develop and implement an appropriate Healthcare Plan.

The school also has clear anti-bullying procedures in place to prevent, identify and address any incidents of bullying.

Nurture

At Bedford Hall Methodist Primary School, we recognise that some children may require additional support with their social, emotional and mental health needs.

A small number of pupils may access our nurture provision for a temporary period of time. This support aims to develop self-esteem, emotional regulation, resilience, communication skills and positive relationships with others.

Nurture support may be delivered through:

- Small group sessions
- Individual support
- Structured social skills activities
- Emotional literacy programmes
- Transition support
- Opportunities to develop confidence and independence

Access to nurture provision is determined according to individual need and is reviewed regularly in partnership with parents, carers and relevant staff.

What Additional Activities Are Available for Children with SEND?

We are committed to ensuring that all pupils can participate in the wider life of the school. Support may include:

- Adaptive teaching within lessons.
- Additional adult support where required.
- Appropriate adjustments during PE and practical activities.
- Specialist resources and equipment.
- Irlen overlays or coloured exercise books where recommended.
- Adjustments to educational visits and residential experiences.
- Risk assessments to support participation where needed.

All extra-curricular clubs are open to children with SEND, and reasonable adjustments will be made wherever possible to ensure full participation.

How Accessible Is Bedford Hall Methodist Primary School?

We are committed to making our school environment accessible for all pupils, staff, parents and visitors.

Our accessibility arrangements include:

- Wheelchair-accessible areas of the school.
- Reasonable adjustments and adaptations where required.
- Clearly signposted emergency procedures.
- Personal Emergency Evacuation Plans (PEEPs) for identified pupils.
- Regular accessibility audits.
- An Accessibility Plan and Equality Policy that guide ongoing improvements.

The school's Accessibility Plan is available on the school website and outlines how access to the curriculum, physical environment and information will be improved over time. The plan is reviewed regularly to ensure that the school continues to meet its duties under the Equality Act 2010.

Where Can I Find Further Information and Support?

Further information about SEND services and support available within Wigan can be found through:

- Wigan Local Offer
- Wigan SEND Team
- Speech and Language Therapy Services
- Occupational Therapy Services
- Hearing and Vision Support Services
- Autism Assessment and Support Services

Independent Information, Advice and Support

Parents and carers may also access impartial advice and guidance through Wigan SEND Information, Advice and Support Service (SENDIASS).

SENDIASS offers confidential and independent support regarding SEND provision, Education, Health and Care Plans (EHCPs), school-based support and parental rights. Further information can be found through the Wigan Local Offer.

Wigan SEND Team: **01942 486136**

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

What If I Am Not Happy with the Provision My Child Is Receiving?

We aim to work closely with families and address any concerns promptly and positively.

If you have concerns about your child's progress, support or provision, your first point of contact should be your child's Class Teacher via Class Dojo.

You may also contact:

- The SENDCo – Mrs L Edwards
- The Assistant SENDCo (EYFS) – Miss E Drake
- The Pastoral Manager – Mrs M Anderton
- The Headteacher – Mrs L Draper

School Contact Number: **01942 672614**

Email: enquiries@bhm.epworthtrust.org.uk

Most concerns can be resolved through discussion and partnership working. However, should you wish to make a formal complaint, this can be directed to the Headteacher or Chair of Governors, Mr K Meredith, in accordance with the school's Complaints Policy, which can be found on the school website.

Information regarding the Local Authority's complaints procedures can also be accessed through the Wigan Council website:

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

Review Date: September 2026

Next Review Date: September 2027