

Wheatley Lane Methodist Primary School

SEND Information report and

School's Contribution to the Local Offer

2025-26

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The Local Offer sets out at the 'Local Authority Level' what the Local Authority expects to be available in every school. The link is available from our website or can be found at the web address: www.lancashire.gov.uk/SEND

This SEND Information report should be read alongside Wheatley Lane's SEND Policy.

Introduction

Wheatley Lane Methodist school is a mainstream primary school catering for pupils from 4-11 from all backgrounds and all abilities. We are a member of the Epworth Trust. Our vision statement is:

Our children will receive quality first TEACHING in a LOVING Christian environment where everyone is RESPECTED and VALUED as a unique child of GOD.

In line with this, we are committed to doing all we can to meet the needs of all our pupils, including those with SEND and additional needs, and to ensure they make the best progress possible to allow all pupils to achieve their potential.

We recognise that the partnership between home and school is crucial and we aim to build positive relationships to ensure successful outcomes for our pupils and families.

If a parent/ carer requires more information about SEND provision for pupils, they should contact the school SENDCo using the contact details above.

What kind of special educational needs do we provide for?

Complying with the SEND Code of Practice 0-25 and in line with our SEND policy:

Definition of Special Educational Needs and Disabilities

A child or young person has SEN if they have a learning need or disability which calls for special educational provision to be made for him or her.

These learning needs can be categorised in four key areas that may create barriers to learning:

- Communication and Interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and or/ physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

How do we identify a child with special educational needs or disabilities?

The identification of a child with SEND is part of the continual cycle of teaching, learning, monitoring progress and planning next steps.

In the first instance, all children will receive quality, adapted teaching and learning experiences. Adaptation may be addressed by the level of task, support given, altered resources, small group work, extra time etc. Children are tracked termly from their starting points, progress monitored closely and discussed thoroughly at pupil progress meetings.

A child will be considered for the SEND register when they are, despite adapted quality first teaching and learning, still displaying any of the following:

- Ongoing communication difficulties that impede the development of social relationships;
- Slow or little progress made within a curriculum area(s);
- Working at a level significantly behind the age-related expectations.
- Sensory/ physical problems;
- Persistent emotional/ behavioural difficulties which interfere with own child's learning or that of the class group;

The identification of such needs will include one or more of the following:

- Transition data/ meetings when a child enters from another setting or when joining school in EYFS;
- Classroom observations;
- Discussions between staff/ SENDCo;
- Poor attainment and/or minimal progress;
- Summative assessment data such as Pips baseline, SATs, reading tests etc;
- Termly pupil progress meetings;
- Discussions with parents/ carers;

After discussion between teacher/ TA/ SENDCo and parents, and after an initial monitoring period, a child may then be entered on our SEND register. This will then involve writing a pupil passport with school and home working collaboratively to consider areas of strength and need, to plan provision and to set smart targets.

Alongside the above, we acknowledge there are other factors which may impact on the progress and attainment of pupils:

- Emotional and mental health
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Being a child of a serviceman/ woman

In the case of any of the above, to the best of our ability, we will provide/ seek appropriate support/ advice.

What is our approach to teaching children with SEND?

Our approach is that if children are not able to 'learn the way we teach', we will 'teach the way they learn.' We acknowledge that good practice for pupils with SEND is good practice for all pupils. We continually reflect upon and adjust our methods and practice to meet the changing needs of our pupils, this is especially necessary following the pandemic. We are committed to ensuring all our pupils thrive in our care and we aim to treat each child holistically considering their social, emotional, physical, moral and spiritual development as well as their academic.

Our provision and SEND support is based on the needs of our children. Staff are deployed and timetables are continually monitored and adapted in line with need. There are currently 8 teaching assistants working at various times alongside the teaching staff to ensure the best provision possible for all our pupils both within their classrooms and to deliver extra interventions, specialist programs, individual SEND support and EWE (emotional welfare) support.

In line with the Code of Practice, we follow a graduated response towards the provision for our pupils with SEND. This is fully explained in our SEND policy. Key principles are:

- All class teachers are responsible and accountable for the progress and development of pupils in their care;
- High quality teaching is adapted to match different ability levels within the cohort to ensure all pupils have access to a full and rich National Curriculum;
- Additional intervention, altered provision and support will be made available on an evidenced-needs basis but does not compensate for good quality teaching;
- Pupils will only be identified as SEND if they do not make good progress despite all the above;
- Teachers, teaching assistants and the SENDCo will work closely together to plan further intervention/ support where necessary. This will also involve the parents/ carers and the pupil themselves.
- Where necessary, further specialist support will be sought out by the SENDCo.
- The SENDCo will ensure any necessary referrals and any EHCP applications are completed.

How is the curriculum and learning environment adapted for pupils with SEND?

All our pupils have access to the full National Curriculum and the learning environment will be adapted using the following methods when necessary:

- Adapted teaching and learning activities
- Support from an adult
- Use of practical / concrete resources
- Small group interventions
- 1:1 interventions
- Use of seating in the class
- Use of visual resources to support routines, independence and learning.
- Use of specialist equipment/ resources when necessary.

- Pastoral interventions with EWE/ drawing and talking therapy/ play therapy
- Following the advice of specialist teachers and external professionals when necessary to support provision.

How do we make school safe and accessible?

We are a listed building. There are multiple levels.

The school is gated and there are secure locks on each of the external doors.

There is ramped access onto the school site. However, there are steps down to the school building into the corridors and steps following on from the main entrance.

There is a disabled toilet in the main entrance and off the school hall. There is an inclusive toilet at the bottom of the stairs up to Year 6.

If access is causing difficulties, then please talk to the SENDCo or Headteacher and we will do our best to make any possible alterations to accommodate needs.

How do we involve children with SEND and consult them with them about their education?

Our pupils are central to the SEND graduated response at Wheatley Lane. They are involved in the writing of their All About Me profiles. They are present in the meeting with parents/ teachers and are invited to say what they feel their strengths and areas of challenge are and also what they feel helps them. They are involved in evaluating their targets and setting new ones.

Pupil voice is an important aspect of the EHCP application and pupils are always invited to the annual reviews.

How do we involve parents of SEND pupils with the education of their child?

Parent involvement is crucial for pupils with SEND. We pride ourselves on working closely alongside and supporting families where a child has SEND. This happens firstly through discussion with the class teacher and then with the SENDCo. Parents meet with the SENDCo and class teacher to contribute to the All About Mes or Assess Plan Do Review plans. They are involved by pro-actively looking at what can be done at home to support their child as well as at school. Parents are kept up to date with any involvement of external professionals by the SENDCo and are often invited to attend meetings (such as with the Educational Psychologist.)

The voice of the parents is an important aspect of the EHCP application and parents are always invited to reviews.

The SEND policy has more information.

How do we assess and review progress of pupils with SEND?

All pupils are tracked termly for their progress and attainment and this information is discussed at pupil progress meetings with the SENDCo present. This allows class teachers to discuss any concerns about progress of pupils with SEND. Maths and English leads are also present at this meeting.

Where progress needs to be monitored in smaller steps as a child is working below age related expectations, we use PIVATs to set next steps and track. These are indicated on a pupil's individual APDR.

The AAM and ADPRs are reviewed at least termly (sometimes more often where excellent progress is made or where alterations to provision are needed where we are not seeing progress.)

The SENDCo has regular meetings and discussions with the staff working with pupils with SEND in order to ensure provision is effective and progress is being made and to make any necessary alterations.

How are staff trained and how is specialist expertise secured?

The SENDCo holds the NASC Award. She is a member of a cluster group where she receives training with an Educational Psychologist each term. She also accesses other online training and webinars to support her professional development and understanding of a wide range of SEND needs.

The staff working with pupils with specific needs will have access to training they need such as speech and language support or ASD. We have built up positive professional relationships with many services who can assist us with training.

External support services are used regularly to train staff and offer advice into SEND provision. These include Speech and Language therapy, Children and Family Wellbeing service, Children and Adolescent Mental Health support, Occupational therapy, community paediatricians, school community nurse, specialist ASD/ dyslexia teachers, behaviour management specialists, Education Psychology and Clinical Psychology.

The SENDCo ensures that any relevant training is cascaded to the staff that need it.

How do we know our provision for SEND pupils is effective?

We know our provision is effective for the following reasons:

- Pastoral priority placed on all SEND processes meaning our children know they are valued regardless of any challenge or need;
- All our SEND pupils are making progress from their starting points;
- All our SEND pupils spend the majority of their day in class alongside their peers;
- All our SEND pupils have access to a full National Curriculum;
- We have happy and settled SEND pupils;
- All our SEND pupils have effective paperwork which reflects and specifies their needs and provision;
- Our pupils with additional needs (emotional, medical, behavioural) are also monitored and supported closely;
- Our relationships with the families of pupils with SEND is strong;
- Provision is regularly reviewed with the SENDCo and SLT and adjustments made based on the needs of the children;
- Effective transition to key stage 3 for all our SEND pupils.;
- Visiting external professionals tell us we are doing an excellent job.
- Our latest Ofsted report

How are pupils with SEND enabled to access whole school activities?

SEND pupils have the same entitlement to whole school activities and extra-curricular activities as every other pupil. No-one is excluded from any activity based on their SEND. There may be alterations to provision or extra- risk assessments necessary.

There are many extra opportunities for pupils with SEND such as lunchtime provision access to many extra sporting activities through Primary PE and sport's premium funding.

How do we support pupils with social and emotional difficulties?

Our additional needs register acknowledges there are many children with other difficulties that may or may not include SEND. Here at Wheatley lane we work exceptionally hard to support pupils with social and emotional difficulties. This is currently being done in the following ways:

- Mental health and wellbeing high on school agenda for all staff and pupils.
- A member of the SLT dedicated to mental health and wellbeing
- 3 trained staff who are now delivering our own emotional welfare work
- 3 members of staff with play and cognitive therapy certificates
- All members of staff trained in attachment and trauma
- Clear links with graduated SEND response and our graduated behaviour response which reflects our behaviour policy.
- Many staff being trained on NHS courses regarding anxiety, childhood depression, ACEs and anger.
- LEGO therapy.
- Drawing therapy.
- Gardening.
- Use of CFWS and MHST support service and visiting counsellors/ support assistants. This includes regular consultations for SENDCo and mental health lead.
- Liaison with clinical psychologists and counsellors.
- Whole school use of 'mindful minute' emotionary, daily feeling check in and check out.
- Always available adults.
- Developing safe and sensory spaces around the school building.
- Accessing a specialist school for short term placement/ advice and input for staff.
- Access to New Era counselling for pupils experiencing SEMH difficulties.
- Access to parent/ child interventions with CANW.
- SENDCo or other senior staff member will take role of lead professional with EHA to ensure support is provided to pupils and the whole family.

What arrangements do we make to support children with SEND who are in the care of the local Authority?

School has a nominated member of staff for Children looked after (CLA). This is the Headteacher. They liaise with the SENDCo to complete the child's personal education plan.

How do we support pupils with SEND in transitions?

When a child with SEND comes to us from another setting, the SENDCo will always contact the previous SENDCo to ensure the hand-over of information and documentation is complete.

Within school from class to class, the SEND information is passed on during pupil progress and transition meetings. The SENDCo will meet with any new staff involved with the pupil to ensure their needs are understood and provision is in place. Pupil passport meetings at the start of the year ensure parents and pupils are also involved in transition planning.

When a child with SEND leaves us for another setting, the SENDCo will contact the new SENDCo to ensure transfer of information and documentation is complete (either via paper or electronically with CPOMs or both).

Extra visits can be arranged where necessary and have been very successful for some pupils.

Transition meetings with Key stage 3 staff always take place and they are invited to any open EHA meetings.

What do I do if I have a concern or complaint about the provision for my child?

In the first instance please speak to the class teacher and/ or SENDCo. If this does not resolve the matter, please follow the procedure in the SEND policy/ school complaints policy.

List of Personnel:

Name	Position
Mrs S.Butterfield	Headteacher
Miss L.Jennings	SENDCo/ Assessment Co-ordinator
Mrs R. Bradley	SEND Governor
Mrs A. Stickland	Chair of Governors
Mrs S.Butterfield, Mr D. Metcalfe, Mrs H. Hargreaves, Miss L.Jennings	Designated Teachers with Specific Safeguarding Responsibilities
Mrs S. Butterfield	Managing PPG/ LAC funding
Mrs S. Butterfield	Managing medical needs responsibility
Mrs H. Hargreaves	SLT/ PSHE/ Mental Health and Wellbeing