

Leigh St Peter's C.E. Primary School

SEND Information Report 2026-2027



Welcome to our SEND Information Report

At Leigh St Peter's, we believe that every child is uniquely valued and should be given every opportunity to flourish.

Guided by our Christian vision to provide a **happy, safe and caring** learning environment where all members of our school community can live life in **all its fullness**, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), achieve their very best.

We are an inclusive school and recognise that pupils learn, develop and progress in different ways. Through **High Quality Teaching**, adaptive teaching practices and a **person-centred approach**, we aim to remove barriers to learning and ensure that every pupil can access a broad and balanced curriculum.

We work closely with parents, carers, pupils and external agencies to identify needs at the earliest opportunity and provide support through a **graduated approach**. This report explains how Leigh St Peter's identifies, assesses and supports pupils with SEND and should be read alongside the school's SEND Policy, Accessibility Plan, Safeguarding and Child Protection Policy and other key policies available on the school website.

OUR SEND VISION



Inclusive School

We value and include everyone.



High Quality Teaching

Great teaching for every learner.



Person-Centred Approach

We focus on the strengths and needs of each individual.



Early Identification

We identify needs early and provide the right support.



Partnership with Families

We work closely with parents and carers.



Support for Every Child

We remove barriers and open doors to opportunity.

CONTACT INFORMATION



SENDCo

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Headteacher

Mr Michael Fletcher



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THE FOUR AREAS OF SEND



Communication and Interaction

Including speech, language and communication needs and autism.



Cognition and Learning

Including moderate learning difficulties, specific learning difficulties and difficulties acquiring basic literacy and numeracy skills.



Social, Emotional and Mental Health (SEMH)

Including difficulties with emotional regulation, social interaction, behaviour and mental health.



Sensory and/or Physical Needs

Including visual impairment, hearing impairment, physical disabilities and sensory processing difficulties.



Support is planned according to the individual needs of the pupil rather than the category of need.

OUR SCHOOL VALUES



Love

We care for each other.



Integrity

We do the right thing, always.



Generosity

We give our time, talents and kindness.



Honesty

We tell the truth and act with sincerity.



Trust

We build strong relationships.

Let your **LIGHT** shine

Matthew 5:16



HOW DO WE IDENTIFY SEND?

At Leigh St Peter's we continually assess and monitor both the academic progress and wider wellbeing of all pupils.

A pupil's needs may be identified through:



Teacher observations



Assessment information



Pupil Progress Meetings



Discussions with parents and carers



Pupil voice



Information from previous settings



Medical information



Advice from outside agencies



Where concerns are identified, staff follow the school's **Graduated Approach** to determine whether additional support is required.

OUR GRADUATED APPROACH

Support at Leigh St Peter's follows a graduated approach to meet individual needs.



STAGE
1

High Quality Teaching (Universal Provision)

All pupils receive High Quality Teaching through a broad and balanced curriculum. Adaptive teaching, scaffolds, visual supports and appropriate resources are used to ensure lessons are accessible for all.



STAGE
2

School Support (Targeted Provision)

Some pupils may receive small group interventions, targeted support programmes, additional support within lessons and short-term intervention programmes.



STAGE
3

School Support Plus (Specialist Provision)

Where required, specialist advice may be sought from outside agencies. Recommendations are implemented, monitored and reviewed through the APDR process.



STAGE
4

Education, Health and Care Needs Assessment

Where needs are significant, complex and long-term, the school and parents may request an Education, Health and Care Needs Assessment from Wigan Local Authority.



STAGE
5

Education, Health and Care Plan (EHCP)

Where appropriate, an EHCP will outline the provision and outcomes required to meet a pupil's needs.

WORKING TOGETHER

We work in partnership with parents, pupils, school staff and external professionals to ensure the best outcomes for every child.



Parents



Pupils



School Staff



External
Professionals



WHO SUPPORTS YOUR CHILD?



CLASS TEACHERS

- Monitor progress
- Deliver High Quality Teaching
- Review APDRs
- Create Pupil Passports
- Liaise with families



SENDCo

- Coordinate SEND provision
- Support staff
- Work with external agencies
- Oversee SEND processes
- Support EHCP applications



TEACHING ASSISTANTS

- Deliver interventions
- Promote independence
- Support access to learning



HEADTEACHER & GOVERNORS

- Monitor SEND provision
- Ensure statutory duties are met

HOW WILL I KNOW HOW MY CHILD IS DOING?



Parent Consultation Evenings



APDR Review Meetings



Annual Reviews (for pupils with EHCPs)



Written Reports



Meetings with Staff



Ongoing Communication



PARENTS AND PUPILS AS PARTNERS



PARENTS

- Review support
- Help set outcomes
- Planning next steps



PUPILS

- Pupil voice
- Reviewing targets
- Pupil Passports
- Annual Reviews
- Transition planning



We value the contribution parents and pupils make and seek to work collaboratively in supporting every child to flourish.

**SPECIALIST SERVICES**

We work with:

- Targeted Education Support Service (TESS)
- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- CAMHS
- Early Help
- Wigan SEND Team
- Autism specialists
- Sensory support services
- Other health and social care professionals as appropriate

**EMOTIONAL WELLBEING**

Support may include:

- ♥ Nurture provision
- ♥ Pastoral support
- ♥ Social skills interventions
- ♥ Emotional regulation support
- ♥ Small group support
- ♥ Individual support plans
- ♥ Early Help involvement
- ♥ Referral to external services where appropriate

**PREVENTING BULLYING
AND PROMOTING POSITIVE
RELATIONSHIPS**

We are committed to a safe, inclusive and supportive environment where all pupils feel valued and respected. Concerns are taken seriously and responded to promptly.

ACCESSIBILITY

Leigh St Peter's C.E. Primary School is a single-storey building with:

- ✓ Accessible entrances
- ✓ Disabled toilet facilities
- ✓ Disabled parking facilities
- ✓ Therapy and intervention spaces
- ✓ Safe storage and administration of medication



Reasonable adjustments are made to ensure pupils can access learning, educational visits, clubs, worship and wider school activities.

Further details can be found within the school's Accessibility Plan.

MEDICAL CONDITIONS

Where a pupil has medical needs, Individual Healthcare Plans may be developed in partnership with parents and health professionals. Where SEND and medical needs coexist, support is carefully coordinated.

**SUPPORTING TRANSITION****STARTING SCHOOL**

We work closely with nurseries and previous settings through:

- Information sharing
- Visits
- Parent meetings
- Transition activities

**MOVING BETWEEN CLASSES**

Support may include:

- Additional visits
- Pupil Passports
- Transition meetings
- Staff handovers

**PREPARING FOR ADULTHOOD**

We help pupils develop:

- Independence
- Confidence
- Resilience
- Communication skills
- Self-advocacy
- Problem-solving skills

**MOVING TO
SECONDARY SCHOOL**

Support may include:

- Additional transition visits
- Information sharing
- SEND reviews
- Liaison with receiving schools
- Enhanced transition arrangements where required

**FUTURE SUCCESS**

We provide foundations for:

- Later education
- Employment
- Independent living
- Participation in society



Through our curriculum, pastoral provision and SEND support arrangements, we help every child build the skills and confidence they need to thrive now and in the future.

RESOURCES & FUNDING

Our delegated SEND budget is used to provide:

- Staffing
- Interventions
- Specialist equipment
- Resources
- Training
- Support programmes

Additional funding may be requested through Wigan Local Authority processes where appropriate.

Provision is reviewed regularly through provision mapping and APDR cycles to ensure resources are used effectively and individual needs are met.

EVALUATING SEND PROVISION

The effectiveness of SEND provision is monitored through:

- APDR reviews
- Pupil progress meetings
- Provision mapping reviews
- Parent feedback
- Pupil voice
- Annual Reviews
- Professional reports
- SEND Register monitoring

We continually evaluate provision to ensure pupils make progress and achieve the best possible outcomes.

**ACCESS TO ACTIVITIES**

We are an inclusive school and ensure pupils with SEND can participate fully in all aspects of school life, including:

- Educational visits
- Clubs and enrichment activities
- Collective worship
- Sporting activities
- School performances
- Leadership opportunities

Reasonable adjustments are made where necessary to promote full participation.

**WHAT IF I HAVE CONCERNS?**

We encourage parents to discuss concerns with:

- 1 The class teacher
- 2 The SENDCo
- 3 The Headteacher

If concerns remain unresolved, parents may access and follow the school's Complaints Procedure.

WHERE CAN I FIND FURTHER SUPPORT?**WIGAN LOCAL OFFER**

The Wigan Local Offer provides information about services and support available for children and young people with SEND and their families.

**WIGAN SENDIASS**

Wigan SENDIASS provides free, confidential and impartial information, advice and support for parents, carers and young people with SEND.



Further information can be found via the Wigan Local Offer and Wigan SENDIASS websites.

USEFUL INFORMATION

Reviewed: September 2026

Next Review: September 2027

SENDCo: Mr Michael Colley



Approved by the Governing Body of Leigh St Peter's C.E. Primary School