Welcome to our SEND Information Report

At Leigh St Peter's C.E. Primary School, we believe every child is uniquely valued and should be given every opportunity to flourish. Our Christian vision guides us to provide a happy, safe and caring learning environment where all members of our community can live life in all its fullness.

LET YOUR LIGHT shine
MATTHEW 5:16



Inclusion for all

We are an inclusive mainstream primary school. We recognise that pupils learn, communicate, develop and participate in different ways. We seek to identify barriers early, provide high-quality teaching and reasonable adjustments, and use a graduated, person-centred approach when a pupil needs additional or different provision.

This report explains how our SEND Policy is put into practice. It is written for parents and carers, pupils, staff, governors and professionals. It should be read alongside the SEND Policy, Accessibility Plan, Safeguarding and Child Protection Policy, Medical Needs Policy, Behaviour Policy, Equality Information and Objectives, Attendance Policy and Complaints Procedure.

A useful starting point

If you are worried about your child's learning, communication, wellbeing, behaviour, sensory needs, physical access or progress, speak to the class teacher. You do not need to wait for a diagnosis to raise a concern or for reasonable adjustments to be considered.

Contact us

We're here to help!

If you have any questions, concerns or would like to discuss your child's needs, please get in touch.



Working together for brighter futures



SENDCo
Mr Michael Colley

Supporting children with additional needs to help them thrive.



Headteacher
Mr Michael Fletcher

Leading our school community with a shared vision for success.

Telephone
01942 671442

Email
enquiries@admin.leighsaintpeters.wigan.sch.uk

School contact route
Class teacher first, followed by the SENDCo where further discussion is needed.

Open communication helps every child succeed

Support
Belong
Achieve

At a glance: our SEND pathway

1 Notice and listen

A concern may be raised by a pupil, parent, member of staff or professional.



2 Explore

The class teacher gathers a rounded picture, including assessment, observation, attendance, context, pupil voice and parent views.



3 Adapt

High-quality teaching, reasonable adjustments and appropriate support are put in place.



4 Assess, Plan, Do, Review

Outcomes, provision, responsibilities and a review point are agreed and recorded.



5 Review impact

Support is continued, adapted, intensified, stepped down or referred for specialist advice.



6 Record and transition

Key information follows the pupil so effective support is not lost.



What is SEND?

A pupil has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made. Special educational provision is provision that is additional to, or different from, that made generally for pupils of the same age.

A disability does not automatically mean that a pupil has SEN. However, the school has duties under the Equality Act 2010 to avoid discrimination, make reasonable adjustments and support access and participation.

The four broad areas of need

Communication and interaction



Speech, language and communication needs; social communication differences; autism-related needs.

Cognition and learning



Needs linked to learning at a slower pace, specific learning difficulties such as dyslexia or dyscalculia, or more complex learning needs.

Social, emotional and mental health



Needs linked to emotional regulation, anxiety, trauma, attention, relationships, wellbeing or behaviour as communication.

Sensory and/or physical



Vision, hearing, multisensory, physical, medical or sensory needs that require adjustments, equipment or specialist support.

What kinds of SEND do we provide for?



Leigh St Peter's supports pupils across all four broad areas of need, including pupils whose needs span more than one area. Provision is based on the individual pupil's strengths, barriers and desired outcomes, not simply on a category or diagnosis.

Some factors can affect progress without, by themselves, constituting SEND. These include attendance and punctuality, health and welfare, English as an additional language, being in receipt of Pupil Premium, being looked after, or being from a service family. Staff consider these factors carefully so that needs are understood accurately and support is fair.







How do we identify and assess needs?



Every child is unique ♡

Identification is an ongoing process, not a single test.

Our staff monitor a range of areas, including:

- Academic progress
- Communication
- Participation
- Independence
- Relationships
- Social and emotional development

Concerns may arise through:

- Day-to-day teaching
- Pupil progress meetings
- Parent or pupil views
- Information from previous settings
- Medical information
- Screening
- Advice from professionals

Working together to understand and support your child ♡

How is support planned and reviewed?

A cycle of support for continued progress ♡



Understand today. Brighter tomorrows. ♡

We use the graduated approach: Assess, Plan, Do, Review (APDR).

Each cycle builds a clearer understanding of the pupil's needs, the support that helps and the progress being made.

Small steps. Big differences. ♡

1 Assess

Gather and analyse strengths, needs, current attainment, progress, pupil and parent views, context and any professional advice.

2 Plan

Agree meaningful outcomes, provision, strategies, responsibilities, frequency and a review point. Record this through the pupil's APDR and pupil passport where appropriate.

APDR
A cycle for continued progress

3 Do

The class teacher remains responsible for provision and learning. Support may be delivered by the teacher, a learning support assistant or another trained adult.

4 Review

Check whether provision was delivered, whether barriers reduced and whether the pupil made progress towards agreed outcomes. Agree the next cycle with parents and the pupil.

APDR targets are reviewed at least termly for pupils at SEND Support.

Reviews may happen sooner if needs change, progress is limited, provision is not effective or a significant transition is approaching.

Support
Belong
Achieve

What assessments might you use?

Different approaches to understand your child ♡



We use a range of ways to understand your child's needs.

Here are some of the assessment methods we may use:

Everyday formative assessment



Questioning, work scrutiny, observation, pupil conferencing and response to teaching.

Curriculum and summative assessment



Phonics checks, PiXL assessments, curriculum outcomes and school tracking information.

Focused tools



Where appropriate: WellComm, Supersonic Phonic Friends assessments, Boxall Profile, Speech and Language Therapy checklists and the Birmingham SEND Toolkit.

Contextual assessment



Observation across lessons, playtimes, transitions, clubs, worship and other parts of the school day.

Person-centred information



Pupil voice, parent or carer views, staff observations and professional advice.

Assessment safeguard

A screening or school-based assessment helps us understand an area for further exploration. It does not provide a medical or clinical diagnosis and is never interpreted in isolation.

A fuller picture helps us provide the right support at the right time. ♡

When might a pupil be added to or removed from the SEND register?



Different needs. Brighter futures. ♡

When might a pupil be added to the SEND register?



A pupil may be recorded as having SEN when they require provision that is additional to or different from what is ordinarily available because of a special educational need or disability.

This decision is discussed with parents or carers.

A diagnosis is not required for a pupil to receive SEND Support.

Early support makes a difference ♡

When might a pupil be removed from the SEND register?



A pupil may leave the SEND register when sustained evidence shows that their needs can be met through ordinarily available provision and they no longer require special educational provision.

This is discussed carefully with parents, the pupil, staff and relevant professionals.

The pupil continues to be monitored.

Needs can change, and that's ok ♡



Working together to ensure every child gets the right support, at the right time. ♡

What happens when a concern is raised?



We're here to listen, support and work together ♡

1. 
The class teacher speaks with parents or carers and listens to the pupil in an age-appropriate way.

2. 
The teacher reviews existing information and checks that universal classroom provision and reasonable adjustments are secure.

3. 
Appropriate strategies are implemented and their impact is monitored.

4. 

If barriers remain, the teacher completes the school's SEND Initial Concern process and discusses the pupil with the SENDCo.

5. 
The SENDCo may observe the pupil, review work and provision, and help agree further assessment or support.

6. 
The teacher and SENDCo agree next steps with parents, including whether the pupil meets the definition of SEN and should be included on the SEND register.



Working together for the best for your child ♡

What does support look like in practice?



Support
Belong
Achieve

1 Stage 1: Universal
High-quality teaching for all



A strong foundation for every learner.

- Clear routines, explicit instruction and careful checking of understanding.
- Adaptive teaching, scaffolding, chunked instructions and worked examples.
- Visual prompts, practical resources, pre-teaching and overlearning where helpful.
- Flexible ways to demonstrate learning and appropriate additional processing time.
- Reasonable adjustments to the environment, curriculum, assessment and school routines.
- Dyslexia-friendly and communication-friendly classroom practice.

2 Stage 2: Targeted
School support



Focused support to help your child make progress.

- Short-term small-group or individual intervention with clear entry information, targets and review measures.
- Support such as phonics, maths, language, fine motor, social communication, nurture or emotional literacy, according to assessed need.
- An APDR with specific outcomes and provision, written by the class teacher and quality assured by the SENDCo.
- Regular communication with parents or carers about progress and next steps.

3 Stage 3: Specialist
School support plus



Extra expertise and individualised support when needed.

- More individualised provision when barriers remain despite appropriate universal and targeted support.
- Advice or involvement from relevant professionals, with parental consent where required.
- Professional recommendations translated into classroom provision, outcomes and review arrangements.
- Increasingly detailed and frequent APDR cycles.

4+5 Stages 4 and 5
EHC needs assessment and EHC plan



For more complex, severe or long-term needs.

- Where a pupil's needs are severe, complex and long-term and may require provision beyond that ordinarily available, the school or parent may ask Wigan Local Authority to carry out an Education, Health and Care needs assessment.
- The Local Authority decides whether an assessment and, following assessment, an Education, Health and Care Plan (EHCP) are necessary.
- If an EHCP is issued, school arranges the special educational provision specified in the plan and works towards its outcomes.
- The plan is reviewed at least annually. For pupils under five, reviews take place at least every six months.

What an EHCP does not mean



An EHCP does not automatically mean continuous one-to-one adult support. Provision is organised around the child's assessed needs and outcomes and may include teaching adaptations, specialist input, equipment, targeted teaching, small-group work or individual support.

Inclusion

Who is responsible for supporting my child?



A team around your child ♡

Working together helps every child to thrive ♡

Class teacher

Responsible and accountable for the pupil's progress and development. Identifies barriers, adapts teaching, plans provision, writes and reviews APDRs and pupil passports, works with parents and implements professional advice.



Knows your child best ♡

SENDCo
Mr Michael Colley

Coordinates SEND provision, maintains the SEND register, supports staff, monitors SEND Support Plans, liaises with families and professionals, supports EHC processes, monitors progress and advises leaders and governors.



Here to help and support ♡

Learning support assistants

Work under the direction of the class teacher to support access, independence and targeted provision. They do not replace teacher responsibility.



Supporting learning every day ♡

Headteacher
Mr Michael Fletcher

Has day-to-day responsibility for all aspects of the school, oversees SEND provision and holds staff accountable for high-quality teaching.



Leading an inclusive school ♡

Governing Board and SEND Governor

Ensure statutory duties are met, receive information about the SEND profile and provision, and monitor how resources, equipment and staffing are deployed. The school policy identifies Mrs Halliwell as SEND Governor.



Challenging, Supporting, Ensuring the best for all ♡

Parents, carers and pupils

Contribute essential knowledge, views and aspirations and take part in planning and reviewing support.



Your voice matters ♡

How are parents and carers involved?



Working together for the best outcomes ♡

Families are valued ♡

We want families to be informed partners, not simply recipients of decisions.

Parents and carers can expect early conversations, clear information about concerns and support, opportunities to contribute to assessment and plans, and involvement in reviews, referrals, EHC processes and transition planning.

- Speak to the class teacher whenever you have a concern.
- Share what you notice at home, what has helped previously and what matters most to your child.
- Contribute to APDR outcomes and reviews.
- Receive and discuss relevant plans, reports and professional recommendations.
- Be asked for consent before referrals where consent is required.
- Attend annual reviews if your child has an EHCP.

Your knowledge, views and experiences make a real difference. ♡

Brighter futures together ♡

How do we adapt teaching, the curriculum and environment?



Small changes make a big difference ♡

Teachers make appropriate adaptations so pupils can access ambitious learning while developing independence.

Adjustments are selected because they address an identified barrier and are reviewed for impact.

Inclusive learning brighter futures ♡

Teaching and communication

Chunked instructions, modelling, repetition, pre-teaching, visual support, simplified language where appropriate, additional processing time and checks for understanding.

Recording and assessment

Writing frames, alternative recording methods, assistive technology, practical demonstration, rest breaks or additional time where appropriate and permitted.

Resources



Now/next boards, task planners, word banks, coloured or tinted paper where individually helpful, practical equipment, overlays, pencil grips, sensory tools and specialist equipment.

Environment



Careful seating, reduced distraction, quiet or low-arousal spaces, movement or sensory breaks, accessible routes and adapted furniture or equipment where needed.

Curriculum and wider life



Reasonable adjustments for PE, worship, educational visits, clubs, performances, leadership opportunities, enrichment and lunchtimes.

Where a pupil has a disability, reasonable adjustments are considered in accordance with the Equality Act 2010. The Accessibility Plan sets out how the school works to improve access to the curriculum, physical environment and information.

Equality Act 2010

Together we can ♡

How accessible is the school?

An inclusive school for everyone ♡

We aim to make our school a welcoming and accessible place for all pupils, families and visitors. ♡





The school is a single-storey building with no steps within the building.

External and internal access is suitable for disabled access.

There is an accessible toilet and a disabled parking bay near the main entrance.



A room is available for private therapy or professional work.



Medicines can be stored safely and administered by appropriately trained staff.



Specialist aids, equipment and professional advice are secured where appropriate.



Parents and carers can ask for key information in a paper copy or discuss an alternative accessible format with the school office.

Brighter futures for all ♡

How do we support emotional wellbeing, social development and prevent bullying?



Happy children learn, grow and belong ♡

We recognise that some pupils with SEND may be more vulnerable to bullying, isolation, exploitation, attendance difficulty or challenges in communicating concerns.

Staff listen carefully, notice changes and respond through the school's safeguarding, behaviour, attendance and anti-bullying arrangements.

Kindness Respect Inclusion Always ♡



Nurture provision and nurture-informed approaches.



Trusted-adult check-ins, pastoral support and individual regulation strategies.



Social communication, friendship, confidence or emotional literacy work.



Support at unstructured times and during transitions.



Pupil voice and accessible ways to report concerns.



Work with Early Help, health or specialist services where appropriate.

Any safeguarding concern is recorded and acted upon in line with the school's Safeguarding and Child Protection Policy.

SEND is never used to explain away a safeguarding concern.

We are here to listen and help ♡

Brighter futures together ♡

Safe ♡ Supported ♡ Included ♡ Achieving ♡

How are medical needs supported?



Healthy children thrive

Pupils with medical conditions are supported so they can access education, PE, visits and wider school life.

Inclusion every day

Individual **Health Care Plans** are developed where required, in partnership with parents and relevant health professionals.

If a pupil also has SEND, medical and educational provision are coordinated to ensure the right support is in place.



We use Medical Tracker to help organise support for medical needs and communicate with parents.



We work together so pupils can access education, PE, visits and wider school life.

Our aim is to keep every child safe, healthy and included so they can reach their full potential.

What expertise and training do staff have?



Skilled staff. Brighter futures.

All staff share responsibility for pupils with SEND.

Training priorities are identified through the school development plan, performance management, staff consultation, pupil needs, professional advice and changes in guidance.

The SENDCo attends relevant Local Authority networks, briefings and professional development and shares key learning with staff.

Learning together for every child

Our training includes:

- The SEND Code of Practice and graduated approach.
- High-quality teaching and adaptive teaching.
- Autism and neurodiversity.
- Speech, language and communication needs.
- Social, emotional and mental health needs.
- Sensory, physical and medical needs.
- Safeguarding pupils with SEND.
- Assessment tools, interventions and provision mapping.

Where specialist knowledge is needed, the school seeks advice or training from an appropriate professional. The impact of training is considered through lesson visits, provision reviews, pupil progress meetings, staff feedback and pupil outcomes.

How are SEND resources and funding used?



The school uses its delegated SEND budget to provide additional or different support, including:

- Staffing
- Interventions
- Specialist resources
- Staff development
- Reasonable adjustments

Provision mapping helps leaders identify what support is in place and review its impact.

Additional funding

Where needs are exceptional and require support beyond ordinarily available resources, the school may request additional funding through the relevant Wigan Local Authority process.

Pupils with an EHCP

For pupils with an EHCP, provision is arranged in line with the needs, outcomes and provision specified in the plan and any associated funding arrangements.

Funding principle

SEND funding is not a personal budget attached automatically to an individual pupil. Leaders deploy resources to meet assessed needs and secure the provision required, while reviewing effectiveness and value.

The right support at the right time

Inclusion

How are transitions supported?



Transitions are planned so that important information and effective support are not lost.

Together at every step

Starting Nursery or Reception



Liaison with early years settings, parent meetings, visits, information sharing and involvement from professionals where appropriate.

Moving class or key stage



Staff handover, updated pupil passports and APDRs, additional visits, visual information and personalised preparation where needed.

Joining during the year



Contact with the previous school, prompt transfer and review of records, induction planning and early discussion with the family.

Moving to secondary school



Liaison with the receiving SENDCo, transfer of records, enhanced visits, transition meetings and involvement from professionals where appropriate.

Preparing for adulthood

Primary-age foundations such as communication, self-advocacy, independence, resilience, problem-solving, community participation and aspirations are developed in an age-appropriate way.

Different steps, a brighter tomorrow

How do we evaluate whether provision is effective?

Checking progress. Shaping next steps. Together.



We evaluate both delivery and impact.

We ask whether provision happened as planned, whether it reduced barriers, whether the pupil made progress towards agreed outcomes and what needs to change next.

Listen Review Improve Thrive

- Termnly analysis of attainment and progress, including by year group and subject.
- SEN Support Plan reviews.
- Pupil progress meetings and work or assessment evidence.
- Provision mapping and intervention review.
- Pupil and parent feedback.
- Lesson visits and review of classroom adjustments.
- Annual reviews for pupils with EHCPs.
- External professional advice and recommendations.
- Attendance, participation, independence, wellbeing and inclusion, as relevant to the pupil's outcomes.

By listening, reviewing and working together, we make sure support is making a real difference.

Support
Belong
Achieve

Admissions and inclusion in school life

Everyone belongs here



Admissions

Admission arrangements for pupils without an EHCP are the same as for other pupils.

Where an EHCP names the school, admission is considered through the statutory EHC plan process.

EHC Plan

Inclusion in school life

Pupils with SEND are supported to participate in the full life of the school, including curriculum learning, worship, visits, clubs, sport, performances, enrichment and leadership opportunities.

Reasonable adjustments are planned according to individual need, risk and the nature of the activity.

Same opportunities. Brighter futures.

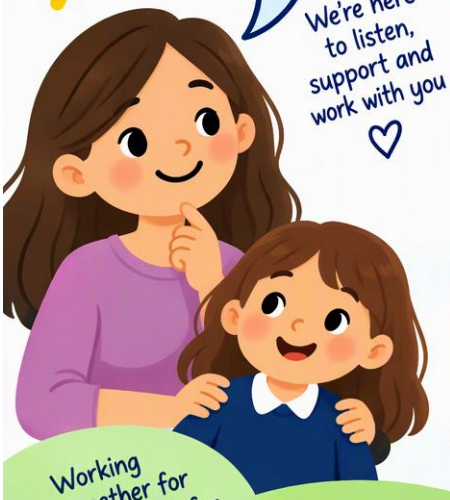
This includes (but is not limited to):

- Curriculum learning
- Worship
- Visits
- Clubs
- Sport
- Performances
- Enrichment
- Leadership opportunities

Kindness
Respect
Opportunity

An inclusive school where every child can take part, achieve and shine

What if I am worried or want to complain?



1 Talk to your child's class teacher



Speak to your child's class teacher so the concern can be understood and addressed promptly.

2 Contact the SENDCo



If the concern is about SEND provision or remains unresolved, contact the SENDCo, Mr Michael Colley.

3 Contact the Headteacher



If further resolution is needed, contact the Headteacher, Mr Michael Fletcher.

4 Use the Complaints Procedure



Use the school's published Complaints Procedure if the matter remains unresolved.

5 Seek impartial support



Where relevant, families can seek impartial information and support from Wigan SENDIASS.



Complaints about an EHCP

Complaints about the provision specified in an EHCP may involve different routes depending on whether the concern relates to school delivery, a Local Authority decision, health provision or social care. Wigan SENDIASS can explain the suitable route.

You are not alone ♡

Working together for the best for your child ♡

Open communication helps us find the right solutions together ♡

Where can I get further information and independent support?



Wigan SEND Local Offer



Information about education, health, social care, activities and support in Wigan.

www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx

Wigan SENDIASS



Free, impartial SEND information, advice and support.

Telephone: 01942 233323

wigansendiass.co.uk

SEND Code of Practice



Statutory guidance for organisations working with children and young people with SEND.

www.gov.uk/government/publications/send-code-of-practice-0-to-25

School website



[Insert direct link to the school SEND webpage before publication]

Paper copies



A paper copy of this report can be requested from the school office. Please contact us if you require help understanding the report or need information in a different format.



The right information can help you find the right support ♡

Understand
Support
Include

Statutory framework and publication

Providing clear information in line with national guidance ♡

Working together for every child ♡

National legislation and guidance

This report has been prepared with regard to:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The SEND Code of Practice: 0 to 25 years
- The Equality Act 2010

It is intended to meet the requirements of Schedule 1 to the Special Educational Needs and Disability Regulations 2014.

Publication and review

The Governing Board must publish the report on the school website and review it annually.

Information must be updated during the year when significant changes occur.

Read alongside

This report should be read alongside:

- The school's SEND Policy
- The school website
- Wigan Local Offer — The Wigan SEND Local Offer



Clear guidance. Stronger support. Brighter futures. ♡

Inclusion Opportunity Belonging ♡

Making SEND clearer together ♡

Glossary

Some of the key words you may see in our SEND information

Understand Support Include Belong ♡

Annual Review

An annual meeting to review the provision in a pupil's EHC plan.

Areas of need

The four areas of need describe the different types of needs a pupil with SEND can have. The four areas are communication and interaction, cognition and learning, physical and/or sensory, and social, emotional and mental health.

Adaptation

When teachers make adjustments regarding how they teach and the learning challenges they provide in response to a pupil's needs.

EHC plan (EHCP)

An education, health and care plan is a legally binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

EHCP

Graduated approach

An approach to providing SEN support in which the school follows successive cycles of assessing pupils' needs, planning the provision, implementing the plan and reviewing the impact on the action on the pupil.

Intervention

A short-term, targeted approach to teaching a pupil with a specific outcome in mind.

Local offer

Information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area.

Support
Services
Activities

Outcome

Target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.

Reasonable adjustments

Changes that the school must make to remove or reduce and disadvantages caused by a child's SEND needs.

SENDCO

The Special Educational Needs and Disability Co-ordinator.

SEND

Special Educational Needs and Disability.

SEND Code of Practice

The statutory guidance that schools must follow to support children with SEND.

SEND Code of Practice

SEND Information Report

A report that schools must publish on their website that explains how the school supports SEND pupils.

SEND Information Report ♡

SEND support

Special educational provision which meets the needs of pupils with SEN.

Transition

When a pupil moves between years, phases, schools or institutions or life stages.

Clearer understanding. A more inclusive future. ♡