

St. Stephen's Primary School



Special Educational Needs Information Report

At St. Stephen's Primary School we strive to support **all** children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The SENCO is:
Mrs Rachel Deakin

Date: September 2026. To be reviewed: September 2027

Roles & Responsibilities of the special Needs Co-ordinator (SENCO).

Our SENCO and Senior Management Team are responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEN matters do not hesitate to contact us.

SEN terminology

There are many SEN terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Education Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
CLA	Child Looked After
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
SLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
TESS team	Targeted education support services (Wigan)
VI	Visual Impairment

The SEND Code of Practice (January 2015)

The Code of Practice makes it clear that schools must display information about the implementation of their policy for pupils with SEN on their website. This should include information regarding the arrangements for consulting with parents, arrangements for identification of SEND and how we assess and review our work with our children with SEND. If the information you require is missing from this report, please contact school where a member of staff will be happy to help.

2025-26 Information

For which kinds of Special Educational Need is provision made at St Stephen's CE Primary School?

A child has a special educational need if he or she has difficulties that call for special educational provision to be made: if they have a significantly greater difficulty in learning than their peers or they have a disability which prevents or hinders them from making use of educational facilities of a kind provided to others of the same age. The broad areas of Special Educational Need in which children's needs and requirements fall are:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

At St Stephen's CE Primary School, provision is made for children with particular needs in any of these areas.

How does the school identify and assess children with special educational needs?

While for many children, SEN can be identified at birth or at an early age, some difficulties only become evident as children and young people grow. It is therefore important that all those who work with children and young people are alert to emerging difficulties and respond early. In particular, parents know their children best, and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves. Early identification of pupils with SEN is a priority. At St Stephen's, we will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment
- Their performance against year-end objectives
- Pupil progress in relation to objectives
- Standardised screening or assessment tools via the TESS Team (Targeted Education Support Service)
- Liaison with pre-school settings and parents

At St Stephen's, reference is made to the Greater Manchester Ordinarily Available and Inclusive Provision document to ensure that provision is in place before some pupils are identified as having a Special Educational Need and/or disability. The Wigan

Additional Practice Toolkit and the Early Years Ordinarily Available Inclusive Provision documents are also used to inform daily inclusive practice for all children as part of the school's graduated approach.

How does school know that its provision for SEN pupils is effective and how do we assess and review the progress for SEN pupils?

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the gap in attainment between the pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

If a teacher concludes that a child may need further support to help their progress, the teacher will seek the help of the SENCO. The teacher and SENCO will review the approaches adopted. Where additional support to that of normal classroom practice is needed, it will be provided through school-based action. If a more sustained level of support is needed it would be provided through referrals to outside agencies for recommendations and further advice. Where concerns remain, despite sustained intervention, the school will consider requesting a statutory assessment. Parents will be fully consulted at each stage. The school also recognises that parents have a right to request a statutory assessment themselves.

The progress of pupils is monitored at Pupil Progress Meetings in which the classteacher, headteacher and SENCO discuss individual progress, look closely at work and analyse additional assessment evidence such as B Squared. For children with severe and complex needs, school uses the Engagement Model which supports assessment and progress in 5 key areas: exploration, realisation, anticipation, persistence and initiation. Whole school data is analysed termly to identify patterns and any underperformance is addressed immediately. Pupil voice is used to gather the views of SEN pupils about the experience they receive at our school.

Parents/carers will be invited to a half termly SEND/pastoral drop-in session where they can discuss progress, assessments and on-going support for their child. This is in addition to the whole school parents' evenings that run twice across the year.

What is the school's approach to teaching pupils with SEN?

Provision for each SEN pupil will be mapped across their journey through school. The main methods of provision made by the school are:

- Full time education in class with additional help/support through an adapted curriculum

- Periods of withdrawal to work with support staff in small groups or on a 1:1 basis
- In class support with adult assistance
- Differentiated homework tasks
- Support from specialists
- Adult support during unsupervised time such as playtimes where adults provide monitoring and support for pupils with additional needs from a distance
- Support during transitions through the use of a visual timetable and regular movement breaks where children require them
- Support for pupils with behavioural difficulties through a pastoral team and personalised rewards and sanctions to which pupils have contributed their own ideas
- 1 to 1 and small group mentoring for pupils with social and emotional difficulties
- The use of Dyslexia Friendly teaching approaches and resources
- Resources to support children, purchased using SEN funding including pencil grips, writing slopes wobble cushions including access to sensory breaks and sensory circuits

How does the school adapt its curriculum and learning environment for pupils with SEN?

St Stephen's CE Primary School our environment is adapted to reduce 'visual stress' and ensure that resources are readily accessible to all children. Classrooms are designed using a therapeutic approach in order to promote a calm environment. The building is wheelchair accessible. The curriculum is adapted to suit the needs of pupils with SEN through differentiated learning objectives and well-matched, stimulating resources. Visual timetables support all children through the day with individuals who require it having a further personalised visual timetables/now and next cards. All pupils have access to a calming area area/room to support those children with sensory sensitivities or social, emotional difficulties. Sensory circuits are set up for children to access as needed and sensory breaks are formalised for those children with the greatest need using a more personalised approach. St Stephen's Primary School uses the My Happy Mind alongside Zones of Regulation to support all pupils' wellbeing with bespoke adaptations in place to support children who require more support in managing emotions.

What additional support for learning is available for pupils with SEN?

Please see the 'School Policy' document which summarises the support that St Stephen's CE Primary provides for children with a range of additional needs.

How does school enable pupils with SEN to engage in activities within school together with children who do not have SEN?

Quality First Teaching is at the heart of our SEN provision. All lessons are adapted to ensure that SEN pupils can access learning within the mainstream classroom alongside their peers for the maximum amount of time that they can. Children are taught friendship as one of our core Christian values and as a result children work together harmoniously regardless of any additional or complex needs they may have.

What support is available for improving the mental and social development of pupils with SEN?

Please see the 'SEND Policy' document which summarises the support that St Stephen's CE Primary provides for children with a range of additional needs. At St Stephen's CE Primary School, reference is made to the Greater Manchester Ordinarily Available and Inclusive Provision document to ensure that provision is in place before some pupils are identified as having a Special Educational Need and/or disability. The Wigan Additional Practice Toolkit and the Early Years Ordinarily Available Inclusive Provision documents are also used to inform daily inclusive practice for all children as part of the school's graduated approach.

Who coordinates SEN provision in school?

The SEN team in school is:

SEN Coordinator (SENCO): Mrs Rachel Deakin

Deputy SEN co-ordinator: Miss Siobhan Quinn

SEN Pupil Support Staff: Mrs Hamad and Miss Berry

Designated Governor for SEN: Mrs Pollard

Designated Teacher for supporting CLA (Children Looked After): Mrs Lowe

What expertise and training do staff have to support children with SEN and how does the school secure specialist expertise?

All staff are encouraged to attend training which will help them to acquire the skills needed to work with SEN pupils. Monthly CPD sessions for support staff are run by the school SENCO. Part of the SENCO's role is to develop awareness of resources and practical teaching procedures for use with SEN pupils. ECTs (Early Career Teachers) and new staff to the school will have access to the school's SEN policy as part of their induction. When specialist expertise is required, the SENCO will complete a referral to the appropriate professionals and the expertise will be shared with staff in school to ensure continuity of provision. The school has a trained Mental Health Lead (Mrs Lowe).

How will equipment and facilities to support children with SEN be secured?

Each year, funding is linked closely to the School Development Plan and any action which the SENCO places on an action plan will be budgeted for by the Headteacher during the budget setting process. This funding is then ring-fenced to purchase equipment and facilities to support SEN pupils. On occasion, the SENCO will liaise with Schools' Outreach Service to arrange equipment on loan to support particular needs.

What arrangements does school make for consulting parents/carers of children with SEN and involving them in their education?

Parents of SEN pupils are consulted annually about whole school SEN provision and their child's experiences. Parents of pupils who have an EHCP are invited to offer their

views through the annual review process. Parents/carers will be invited to a termly SEND/Pastoral drop-in session to discuss their child's needs and support on offer. This is in addition to the whole school parents' evenings that run twice across the year. Parents/carers are invited to suggest a target each term for their child's learning plan.

What arrangements does the school make for consulting children with SEN about their education?

Children with SEN are regularly consulted about their education through informal discussions with staff, within target setting sessions, through Talking Mats and through visual prompts.

How does the school and/or governing body address complaints made by parents of SEN about the provision being made for their child?

To handle complaints from parents of pupils with Special Educational Needs concerning the provision made at school, the School Complaints procedure is available on our website. A copy of the Complaints policy can be obtained by contacting the School Office (01942 882412).

How does the governing body involve other bodies in meeting the needs of pupils with SEN and in supporting their families?

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to consult with the SENCO about all pupils who carry a statement of special educational needs
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the code of practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the SEN policy
- To ensure that external bodies such as Health and Social Services bodies, Local Authority Support Services and voluntary organisations are coordinated within school to support families of pupils with Special Educational Needs

Contact details of support services for the parents of pupils with SEN?

There are support services for the parents of pupils with SEN and this information can be found on Wigan's Local Offer. Additionally, Embrace can be contacted on 01942 233323 and can offer support for parents which includes one to one contact, providing information and explaining documents and procedures.

How accessible is the school?

Our school is accessible to wheel chair user with easy access into the building from outside. We also have full access to disabled parking on the school site. We have

disabled toilet facilities. Reasonable adjustments are made on an individual needs basis.

How do we support children's medical needs?

We have identified first aiders in school (including paediatric first aiders) and there is a first aider at all times during the day. All staff have basic first aid training which is carried out every three years. We also have identified staff who administer medicines in school. For this, parents/carers must fill in a medical form which is collected from the school office. All medicines are handed to the school office for them to be stored safely. In collaboration with parents/carers, any pupils who have complex medical conditions have care plans in place. Any Epi-pens that are required are in an accessible location and staff are regularly trained to support a full range of medical needs.

What are the school's arrangements for supporting pupils with SEN in a transfer between phases of education?

Arrangements are put in place to ensure the smooth transition of pupils with Special Educational needs:

The transition between each academic year is achieved through meetings with the current and receiving class teacher and a member of SLT (Senior Leadership Team).

- The transition from Year 6 into Year 7 will take the form of a formal meeting between the Year 6 teacher, the SENCO and the Inclusions team from each of the receiving high schools. During these meetings, pupil information will be discussed and any documents such as external reports etc will be shared.
- School makes extra provisions for pupils with a Special Educational Need who are due to start school each September. This includes additional taster days, the SENCO accompanying the Reception teacher to the nursery for an information gathering visit, a meeting with the Early Years Inclusions Team, additional meetings with parents and visual images for the children to support their understanding of key staff and raise their awareness of how they will access the building.
- For children with ASD (Autistic Spectrum Disorder), transition can be particularly challenging and therefore a tailored programme of support will be put in place for these individuals.
- 'Moving on up' books are used to support individual children to become familiar with their next class/staff.

Where is the Local Authority's Local Offer published?

Please click on the link below to view Wigan's Local Offer.



The Autism Pathway and Service work with schools, teachers and parents to help support children with a diagnosis of Autism Spectrum Condition (ASC), you will find further information at the link below:

<https://www.wigan.gov.uk/Business/Professionals/Educational-support/ASC-Pathway-Service.aspx>

Or if you prefer to speak to someone please call Wigan SENDS team on 01942 486136.

For further information about the Greater Manchester Ordinarily Available and Inclusive Provision document please follow the links below:

[GM OAIP Wigan](#)