

Special educational needs (SEN) information report

Wharton Primary School



The LINK
Education Trust
Learning • Inclusion • Nurture • Knowledge

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| Approved by: | Helen Fielding | Date: 08/09/2025 |
| Last reviewed on: | 17/10/2023 | |
| Next review due by: | Autumn 2026 | |

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.whartonprimary.co.uk/information/policies/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.




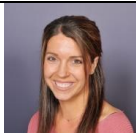

1. What types of SEN does the school provide for?




Our school provides for pupils with the following needs:

| AREA OF NEED | CONDITION |
|--|--|
| Communication and interaction | Autism spectrum disorder |
| | Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| | Severe learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| Sensory and/or physical | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |

2. Which staff will support my child, and what training have they had?

Senior Leadership Team

| <u>Head teacher</u> <u>Ms Fielding</u> | | <u>Deputy Head teacher</u> <u>Mrs Carr</u> | |
|---|---|--|--|
|  | |  | |
| Mrs Watts EYFS Lead | Miss Ellis KS1 Lead | Mr Greaves KS2 Lead | |
|  |  |  | |

| SENDCO <u>Miss Soudet</u> | |
|---|--|
|  | |
| SEND Team: | |
|  Rebecca Cleary |  Josie Wylie SEND Governor |

School SENCO

Our SENCO is Charlotte Soudet.

They are completing the NPQ SENCO qualification by Spring Term 2026.

They have 10 years classroom experience including 2 years in the SEN nurture provision.

They have been part of the SEND team at Wharton for 3 years.

If you would like to speak to our school SENCO please contact 0161 790 4473.

SENCO Support Team.

Our assistant SENCO is:

Rebecca Cleary – Early Years Teacher.

Class teachers and Teaching Assistants

All of our teachers and teaching support staff receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

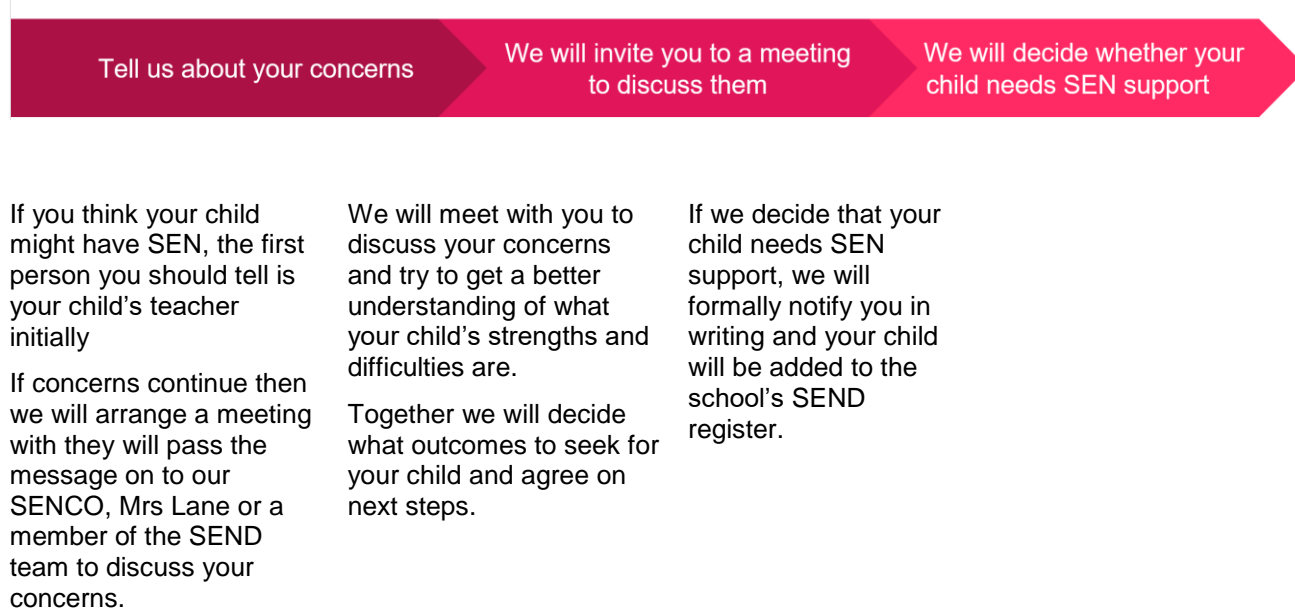
- ELKLAN
- Right to Play
- Precision teaching
- ACEs
- Various Speech and Language programmes.
- Attention Autism
- Team Teach
- Drawing and Talking
- Signalong

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Play Therapists
- Place 2 Be specialists
- Primary Inclusion Team
- ACE Team
- Learning Support Service

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing and number.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support in class to close it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

Class teachers will pass information on to the SENCO about their observations of the pupil in the classroom and on the playground. They will then share their concerns about the child. Discussions will include changes in progress, attainment and/or behaviour. They will also compare your child's progress and development with their peers and available national data.

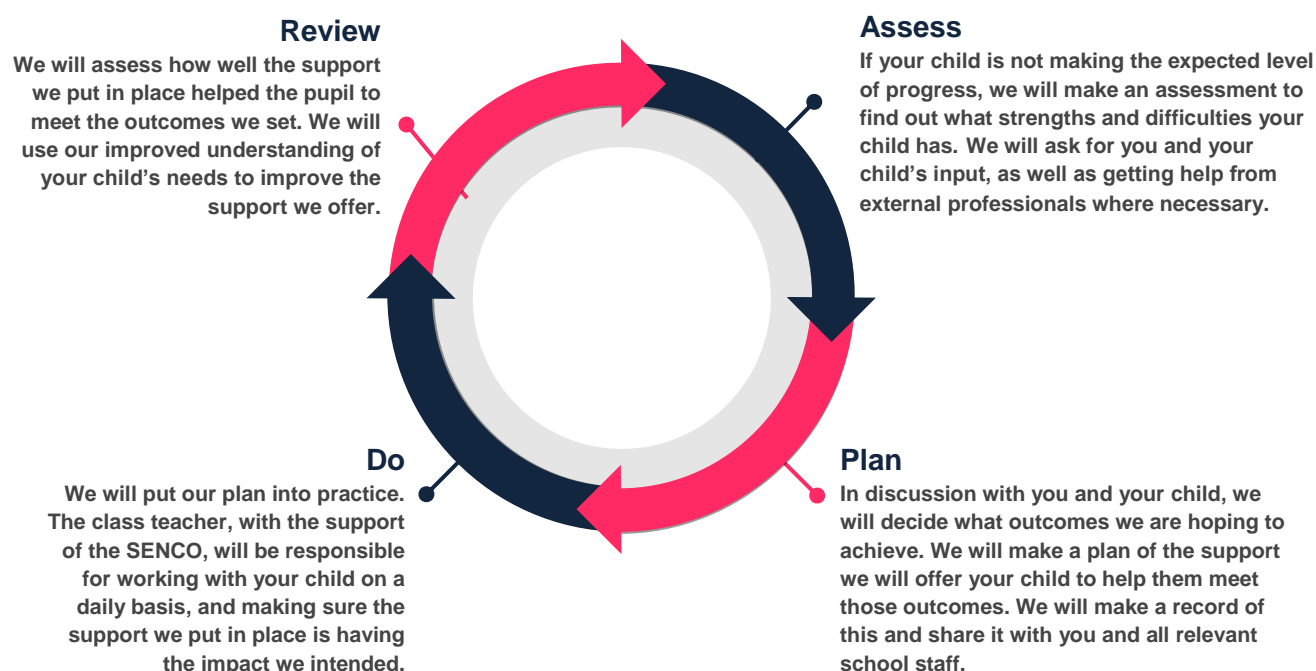
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision and we will ask permission to add your child to the school SEN register.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

In autumn and spring term you will be invited to a parent's evening where we will discuss your child's progress. During this meeting we will share your child's Provision Map targets with you. The targets set for your child are reviewed and updated each half term. At the end of the school year you will be updated on your child's progress in their annual school report.

During the meeting with the class teacher, there will be an opportunity to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Your child's teacher will be happy to arrange a meeting with you at a convenient time.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Discuss their views with a member of staff who can act as a representative during the meeting
- Collect pupil voice.

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups.

We may also provide the following interventions:

| AREA OF NEED | CONDITION | HOW WE SUPPORT THESE PUPILS |
|--|---|---|
| Communication and interaction | Autism spectrum disorder | Visual timetables Social stories Visuals around the classroom Timers and warnings Workstations Social communication groups |
| | Speech and language difficulties | Speech and language therapy Individual speech and language programmes. Group speech and language programmes. |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Overlays Dyslexia Screeners Pre-teaching Practical manipulatives |
| | Moderate learning difficulties | Quality first teaching Pre-teaching Small group support Highly skilled staff |
| Social, emotional and mental health | ADHD, ADD | Workstation |
| | Adverse childhood experiences and/or mental health issues | Nurture groups Place To Be SEMH Trained Practitioner |
| Sensory and/or physical | Hearing impairment | Positioning in the classroom Singalong |
| | Visual impairment | Limited classroom displays |
| | Multi-sensory impairment | Adaptions to classroom furniture. Fidget toys |
| | Physical impairment | Using physical aids Prescribed exercises Gross and fine motor groups |

These interventions are part of our contribution to Salford's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after the stated amount of time.
- Using pupil questionnaires where appropriate
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs where appropriate for individual children.

All pupils are encouraged to go on our school trips, including our residential trips to Prestatyn and Lledr Hall

All pupils are encouraged to take part in sports day, school assemblies, shows and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are also encouraged to be part of Skill Force to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEN by using Place2Be and TA's with additional qualifications.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having clear statements of what is acceptable language, having spaces to talk, staff monitoring and supporting different groups of children.

➤ Further information can be found on the schools 'Equality and Diversity' policy.

13. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Providing where appropriate a transition booklet for children to introduce them to the new teacher and classroom.

Between schools

When your child is moving on from our school, we will ask you what information you want us to share with the new setting.

The SENCO of the secondary school will come into our school for a meeting with our SENCO and Year 6 teachers. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Plugging any gaps in knowledge
- Visiting the new school
- Completing transitional activities set by the new school

14. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Carr will work with Mrs Lane our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Salford's offer. Salford publishes information about the local offer on their website:

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

17. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – 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.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of 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 SEN in the local area
- **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 any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN 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.