



## **SEND Information Report** **St. Aidan's Catholic Primary School**

*'Hand in Hand with Jesus'*

Updated September 2025

At St. Aidan's we believe that all children can achieve, and happy children make good learners! We are committed to providing for all of our pupils and creating a partnership with parents and teachers.

The Inclusion Manager, Mrs Bannister, oversees inclusion throughout the school and can be contacted through the school telephone number (01942 223544) or by requesting an appointment via the school office.

Additional support is provided through the through the four main categories of need as identified in the Code of Practice: Cognition and learning; communication and interaction; physical and/or sensory difficulties and social, emotional and mental health needs.

Local authorities are required to publish a Local Offer setting out the provision they expect to be available across education, health and social care for children and young people with SEND. Educational settings are also required to provide information, as described in the SEND Code of Practice. Here you will find some frequently asked questions from parents who need to understand more about inclusion at St. Aidan's Primary School and what can be provided for children with SEND.

### **How does the school know if children/young people need extra help?**

- When your child starts school, we will contact any early years settings, or other schools your child has previously attended to gather information about their needs.
- We will discuss your child with you.
- When children have already been identified with Special Educational Needs and Disabilities (SEND) prior to starting school, we work with the family and professionals to inform SEND provision at St. Aidan's, and how it will be managed.
- Children are assessed regularly through termly assessments and throughout their lessons.
- If a child has not made the progress expected of them, even though the work is adapted to meet their needs, we will contact you and may arrange a meeting with the Inclusion Manager.



### **What should I do if I think my child/young person may have special educational needs?**

- Firstly, make an appointment to discuss your worries with the class teacher. From this meeting, the class teacher will feed back to the relevant professionals within school and advise accordingly.
- Your child's needs will be discussed and this is an opportunity to share information about what is working well at home and at school so that together we can make plans to support your child.
- A meeting with the Inclusion Manager may be organised to further discuss plans to support your child.

### **How will school staff support my child/young person?**

- School will identify the child's rate of progress and make an assessment against national expectations.
- Together with parents, we will begin to identify barriers to learning and development.
- Where there is a special needs concern school carries out additional observations and assessments.
- The class teacher or Inclusion Manager will share this information with parents / guardians.
- A decision will be made as to the best action to take. This may involve being placed on the Monitoring or SEND Support list with a specific Child Centred Plan (CCP) which sets out targets and the support and

provision best suited to the needs of the individual child. This will be discussed with you as a parent and with the child.

- The targets will be worked upon in small groups or individual one to one work with the class teacher or specific member of staff. The CCP will be shared with parents or carers and advice will be given to support activities at home.
- The Inclusion Manager meets with the Educational Psychologist and TESS team (Targeted Educational Support Service) to identify and discuss any children needing further additional support.
- For Nursery age children, meetings are held with the Early Years Team, Inclusion Manager and teacher. Here, individual children are discussed and advice, support and ways forward are sought. Referrals and observations are discussed where necessary.
- For pupils with medical needs, care plans are completed at the beginning of the year and reviewed when necessary.

### How will the curriculum be matched to my child's/young person's needs?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- To support all children, the school delivers the curriculum in different ways. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.
- We understand that children learn at their own pace so we closely monitor progress using CCPs and intervention monitoring.
- Additional resources may be needed to aid access to the curriculum eg. sloping desk, large text, pencil grips which enable your child to make progress.
- Suggestions are welcomed from parents regarding any additional resources which may help their child.
- We will keep you informed of any progress that is made in meeting the targets in the plan.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- We use iPad Apps as well as other computing equipment and programs to support specific needs.
- We use a range of software to help children engage with subjects they find difficult. This helps children to become independent learners.
- We use visual timetables, visual prompts and regulation and sensory resources to support children.



### How will both you and I know how my child is doing and how will you help me to support my child's/young person's learning?

- All teachers check how well a child understands and makes progress in each lesson through ongoing assessments and evaluations.
- There are formal assessments during each term where your child is assessed.
- Work is moderated throughout the school to assure staff that their assessment is correct.
- You will be invited each term to discuss your child's progress through their specific targets and the next steps. These targets act as stepping stones to make sure that your child achieves at least as well as expected by the end of each phase of learning.
- We have an open door policy which means that you can make an appointment to come and see your child's teacher at any time.
- Every child's progress is tracked and discussed by the Senior Leadership team.
- If your child needs specific interventions, they will be discussed with you and staff will always explain how you can help at home.



- A child who is recognised as having more complex needs may need to access funding which is in addition to that which school already provides through an Education, Health and Care plan (EHCP). This plan places emphasis on personal goals and will describe the support your child will receive.
- Wigan Council update their local offer website regularly which lists the services and support you and your child can access.

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

### What support will there be for my child's/young person's overall well-being?

- Every member of staff in St. Aidan's cares for every child's well-being.
- The class teacher cares for your child's overall well-being.
- Zones of Regulation is implemented throughout the school to support children to discuss and learn to regulate their emotions.
- There are a group of dedicated Teaching Assistants who may work with your child, delivering interventions which have been planned by the teacher.
- The school has a Pastoral Manager who works hard to meet your child's emotional, social, mental health and medical needs.
- The Pastoral Manager also works with families to ensure attendance is good and that all our children develop the skills needed in order to get along with other children.
- The Start Well service may be accessed to support families and their well-being.
- The Inclusion Manager oversees the implementation of healthcare plans for any child requiring medical assistance and will ask for medical practitioners to come into school to train relevant members of staff.
- Children who may have Social, Emotional and Mental Health needs will have their needs met through targets and additional support/interventions.
- A CAMHS link worker may be contacted in addition to pastoral support for children who require further emotional and social support.
- The school will always ask the family to be fully involved in these processes as we know parents/ carers are the first educators of their children.

### What specialist services and expertise are available at or accessed by the school?

- The teacher has a strong knowledge of your child's need and learning style.
- All teaching is based upon building on what your child already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve more practical learning.
- The class teacher and Teaching Assistants have a close working relationship and collaborate effectively to ensure that your child's needs are met.
- Specific strategies (which may be suggested by the Inclusion Manager or other agencies) are in place to support your child's learning.
- At times, school needs to ask for advice from other agencies. Before referrals are made you will be asked to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional.
- Referrals we make include;
  - TESS, Targeted Educational Support Service
  - Occupational Health
  - Educational Psychology
  - Speech and Language (Health Service)
  - Occupational Therapy
  - The Children and Disabilities Service including Hearing Impaired, Language, Visually Impaired, the ASD Pathway.



- English as an Additional Language Service
- Child and Adolescent Mental Health
- School Nurse

- As part of the referral, the agencies value parents and children's views and you may be asked to a meeting with these people.
- School also has links with Start Well. A Start Well worker can act as a link for any parents needing support with their children. Start Well can help with any advice that may be needed regarding attendance, parenting or accessing further support from different agencies including Social Care.

#### What training have the staff supporting children and young people with SEND had or are having?

- Mrs Bannister, Inclusion Manager, holds the SENCO National Award.
- The Inclusion Manager attends Local Authority Briefings to keep up to date with any legislative changes in SEND and the most up to date practice and provision. This is then shared with all school staff through staff meeting and training.
- Support staff have training for various interventions such as Little Wandle (Phonics programme), Precision Teaching, Lego Therapy, IDL, Talking Partners, Alphabet Arc etc.
- Members of Teaching and Support Staff have received Team Teach - Positive Handling training.
- Teachers keep up to date with new initiatives to help all children and attend training in specific areas of need/ support.
- Staff have training regarding medical needs as required.
- We deliver speech & language programmes provided by the Speech Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be delivered and assessed after a given period of time.

#### How will my child/young person be included in activities outside the classroom, including school trips?

- The school acknowledges that all pupils are fully included within school life.
- Provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities.
- We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.



#### How will the school support my child to join the school, transfer to a new school or the next stage of their education?

- The school encourages parents and children to visit the school to meet their new teacher prior to joining. A transition programme is established within the school to support these children and their families.
- Our Early Years team work closely together and share information which will help children to make progress as they move from Nursery to Reception. The Reception teacher and Inclusion Manager also attend meetings with other settings to exchange information. New intake meetings take place for Nursery and Reception children, prior to starting.
- Our Year 6 pupils transfer to a number of different High schools which have different transition programmes. We recommend that when choosing a High school you and your child have a discussion with the High school SENDCo where you can ask any questions about how the school will meet your child's needs.
- Close liaisons between staff at St. Aidan's and the receiving High schools exist and carefully planned transition programmes are in place.
- Year 6 children have time to visit their new High School. Children with specific needs or who are vulnerable can be nominated for additional sessions. The Y6 teacher and Inclusion Manager meet with High School staff to pass on relevant information.



### How accessible is the school environment?

- Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Authority SEND services.
- St. Aidan's school is built on two levels with many steps and staircases. The playground is also on two levels. However, the school does everything possible to improve access over time as part of the buildings improvement plan. This includes: ramps to access various parts of the building and two disabled toilets.

### How is the decision made about what type and how much support my child/young person will receive?

- If a child is not making enough progress, a graduated approach is required.
- We listen to the views and opinions of the child in making plans for their support.
- It is very important that parents and school work with your child to decide what support is needed.
- The class teacher will inform the Inclusion Manager of any concerns regarding the children in their class. The Inclusion Manager will ask the class teacher to audit what is already in place for that child before any changes are made.
- If the child continues to make insufficient progress, then the class teacher and Inclusion Manager will make the decision for that child to be added to the SEND Support list which then requires the child to have a CCP (Child Centred Plan).
- The Inclusion Manager with the class teacher will then suggest types of intervention and will set SMART targets for the child to work towards. These will be discussed with parents throughout the school year.
- Should your child need additional support above that provided through the school budget, it may be appropriate to apply for additional funding through an Educational Health Care Plan (EHCP).
- The school will support you through this process.
- The Local Authority will make the decision as to whether an EHCP will be needed.

### How are parents involved in the school? How can I be involved?

- Parents are the first educators of their child and school staff value and recognise this very important role.
- Parents will be involved in the individual Child Centred Plans and will be given advice concerning the outcomes for the set targets.
- There are many ways parents may support and be involved in the life of the school. Here are some examples:
  - Friends of St. Aidan's Association (FOSA)
  - Attending parent- teacher meetings
  - School trips
  - Supporting your child with homework
  - Attending assemblies, sports days, masses, concerts
  - Attending curriculum meetings

### Who can I contact for further information?

If you want to discuss your child, the class teacher is your first point of contact. If you require any further advice or support with your child's needs you can make an appointment with the Inclusion Manager via the school office. This can be done via phone call or Teams meeting.

- Mrs L. Bannister (Inclusion Manager)
- Mrs J. M. Farrimond (Headteacher and Designated Safeguarding Lead)
- Mrs K. Gillard (Deputy Headteacher and Designated Safeguarding Lead)
- Mrs. P. Maiden (Pastoral Manager)  
Can be contacted on 01942 223544
- Wigan Local Authority [www.wigan.gov.uk](http://www.wigan.gov.uk)
- Local Offer <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx> -