



Wistaston Church Lane Academy

SEND Information Report

2024 -2025

At Wistaston Church Lane Academy we are committed to providing high quality education to every child. We believe that all children, including those identified as having Special Educational Needs or a Disability (SEND), have a common entitlement to an accessible, broad and balanced academic and social curriculum. We also believe that they should be fully included in all aspects of school life.

Our practice and policy at Wistaston Church Lane Academy is compliant and in line with the Code of Practice and our SEND policy was written in collaboration with all our stakeholders and can be found on our website along with further documentation and signposting for SEN that you may find useful.

At Wistaston Church Lane Academy we aim to:

- Value each individual child and encourage them to reach their full potential.
- Provide a broad, relevant and differentiated curriculum, which provides for the needs and talents of each pupil, regardless of gender, cultural background, religion or special educational need or disability.
- Offer high quality support to ensure that all needs are met: *'Every Teacher is a Teacher of SEND'*.
- Promote independence, equality and consideration for others.
- Acknowledge and draw on parent/carer knowledge and expertise in relation to their child.
- Seek the views of the child and take them into account: *'There are no decisions about me, without me'*.

We aim to identify children's learning and social and emotional difficulties at an early stage, and we endeavour to work with you to help support each child.

Once a child is identified as having difficulties in learning or in the areas of social, emotional or issues of mental health, the school will support them through SEN Support and will place the child on our Special Educational Needs register.

For some children with more complex needs, an Education, Health and Care Plan may have already been issued before they start school; we recognise that children can experience difficulties with learning, behaviour or social skills at any time in their school life and we aim to work together to support their needs.

Frequently asked questions regarding SEND provision **at Wistaston Church Lane Academy**

Who is the SENCO?

The SENCO at Wistaston Church Lane Academy is Miss Anna Willington. The Assistant SENCO is Mrs Sara Booth. The SEND Governor is Dr Audrey Skidmore. The school's Lead Practitioner for Adaptive Practice is Julie Dunbobbin. All of the SEND team can be contacted via the school office.

How will you know if my child needs extra help?

Children with SEND are identified as early as possible. Initial concerns may be identified through comments or concerns brought by parents, school staff working directly with a child or prior to entry via a nursery setting or Child Development Centre. Early identification is paramount and therefore your child's class teacher will continually assess how your child is progressing with their learning in all areas of the curriculum and in their social and emotional well-being. In addition to this, we formally assess our children's progress in reading, writing and maths several times each year (Y1-Y6).

If a child is working below their expected levels or is making slower than expected progress, we will consider whether they may need extra help during a Pupil Progress Meeting (PPM). This will be done with the principal and members of the senior leadership team in order to support the child's needs within the classroom and/or around the school.

Every teacher in our school is a teacher of SEND and therefore initial concerns are usually addressed by the class teacher. The school SEND team may become involved and the school may consult with external agencies to offer support with individual children's needs. These services may include an Educational Psychologist, Cheshire East Autism Team, Speech and Language Therapist and other professional support where necessary. Our SEND identification flowchart on our website and in our SEN policy, explains our approach in further detail.

If your child has already been identified as having a Special Educational Needs and/or Disabilities (SEND) before they join us, the SENCO at their previous setting should contact the school at their earliest convenience and we will then liaise together to support the transition between settings and aim to ensure that the provision within the school can meet the needs of your child.

What should I do if I think my child needs extra help?

Any concerns should be raised with the class teacher initially. Class teachers are happy to discuss any aspect of your child's education and an appointment can be made via the school office. The class teacher may carry out some observations/assessments to understand the concerns in more detail. They may then arrange for an intervention to take place to address an area of difficulty and may choose to place your child onto First Concerns. This initial process highlights the child's difficulties and outlines initial support, before any SEN need is identified (see our SEND identification flowchart).

If there are still concerns following this provision, the class teacher may wish to discuss your child's difficulties with the school SENCO for more support. Our SEND identification flowchart on our website explains our approach in further detail.

How will you teach and support my child or young person with SEND?

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer <http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx> and the Graduated Approach <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/toolkit-for-inclusion.aspx>

Each teacher is responsible for the delivery of Ordinarily Available Inclusive Provision. Furthermore, the class teachers will use strategies which may be suggested by the SENCO, assistant SENCO, our Lead Practitioner for Adaptive Practice or staff from outside agencies to enable children to access the learning task. Ordinarily Available Inclusive Provision is explained in more detail in the Cheshire East SEND Toolkit. <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/toolkit-for-inclusion.aspx>

If your child has been identified as having SEND, they will be recognised as requiring an SEN Support Plan. This is a document which supports the child in accessing the school's curriculum. It is drawn up by the class teacher in consultation with you and the child and is a profile of your child's strengths, interests and challenges that they may face day to day at school. It also provides classroom strategies and ideas of how you can also help your child at home. The class teacher may consult with the school's SEND team during this process.

The plan will contain short term targets (SMART targets) and resources that will be used to help your child achieve them. The plan is reviewed and shared with you and your child three times a year. This forms part of our graduated response of Assess, Plan, Do, Review as identified within the code of practice.

How will the curriculum and learning environment be matched to my child's needs?

Class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning and adapting lessons, resources and classrooms where necessary.

Class teachers are aware of pupil's strengths and weaknesses and will make every effort to ensure all pupils receive help. This could be through differentiation of lessons or provision of appropriate resources so that progress can be made in both skills and knowledge. The aim is for all children to work on the same topics wherever possible, but learning outcomes or resources may be adapted according to need for individuals or small groups of children.

Our Lead Practitioner for Adaptive Practice may suggest changes to practice which can benefit children with SEND and/or the whole class.

What types of SEN does the school provide for?

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia

	(our dyslexia friendly policy is available on our school website)
	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 impairments
	Multi-sensory impairment
	Physical impairment

How will I know how my child or young person is doing?

If your child is receiving SEN Support, then you will be involved in reviewing your child's SEN plan with your child's class teacher at least three times a year. Information about pupil progress is also shared with parents at parent/carer meetings.

In some instances, there may be a comment placed in the child's planner, or sometimes a phone call, text or email that may also be a support to both you and your child.

The progress of pupils with an EHCP is reviewed annually with relevant staff and outside agencies involved with the child's care and education.

How will you help me to support my child's learning?

There are frequent opportunities to come into school and find out about ways of supporting your child's learning in different areas of the curriculum. This can be through meetings, training sessions or through our parent/carer morning sessions that are every half term. We also have a parent/carer partnership policy on our website if you wish to find out more.

In addition, your child's class teacher may be able to suggest strategies to help your child at home with specific areas of need including reading, writing, spelling, social skills or maths. These may be found on your child's class website page.

The SENCO works closely with supporting outside agencies and will pass on details of any training and support offered by them to teachers and parents where appropriate.

What support will there be for my child's overall well-being?

All of our staff take an interest in all of our children's social and emotional well-being and each class teacher follows the PSHE teaching and learning Jigsaw scheme. Staff promote an environment of positive personal relationships, with support for pupils to manage their day to day emotions and

relationships. Our PSHE co-ordinator and our pastoral lead have a range of interventions to support pupils who are experiencing difficulties with emotions or relationships.

In addition, we seek advice from other agencies such as Child and Adolescent Mental Health Services (CAMHS) and Cheshire East Autism Team (CEAT).

If a pupil requires additional support developing their emotional and social skills, we may put in support such as circle time, quiet time, ELSA or a buddy system. At other times this is done through more general forms such as working with the whole class on celebrating diversity. Key areas of need in our school are also addressed through whole school assemblies.

At playtimes and lunchtimes there are staff on duty to ensure that all children are kept safe and interact with their peers and that they are supported to enjoy their playtimes.

Some members of staff are trained in first aid and are always on duty at breaktimes, lunchtimes and throughout the day.

If your child has medical needs, they may have a Health Care Plan drawn up by the School Health Nurse or class teacher. This plan may include the specific needs of the child, administration of medication or medical techniques that may need to be known. Please see our Policy on Medical Needs for further detail – this can be found on our school website.

If you are concerned please arrange to meet with your child's class teacher, the PSHE lead or Mrs Clifford (our pastoral worker). Our policy on emotional resilience is also available to view on our website.

What specialist services or expertise are accessed by the school?

We have close links with a wide range of professionals and services, for example, Speech & Language Therapy, Physiotherapists, Outreach and specialist teachers from the Sensory Inclusion Service. We also work closely with medical services such as Community Paediatrics, the Continence Service and Specialist Nursing staff. Cheshire East Autism Team and Educational Psychologist cluster meetings are also held half-terminly for staff to ask for advice and support on supporting individual children.

Should you require any further information or support in these areas then please contact the class teacher/school office or SENCO.

What training have staff supporting pupils with SEND had, or are they having?

All staff have a good awareness of SEND and receive regular training through regular staff meetings and twilight sessions on how to best support pupils and how to develop their practice in relation to specific pupil needs. In addition, our SENCO has received specific detailed training and has a qualification to support her in that role (NASENCO, MA, MEd).

Staff supporting pupils with SEND may be given training on children's specific needs. This may be provided by specialist staff or therapists involved with the child.

As a school, we ensure that there is annual training from the SENCO or an expert on a particular aspect of SEND, so that staff are aware of new paperwork/changes to procedures/new techniques to support our children.

Some staff have training every two years on the safe handling of children, so that they are able to assist children requiring physical handling. Please see our Manual Handling Policy on our website for more details.

How will my child be included in activities outside of the classroom?

We have a wide range of after school activities available which may change throughout the year, all of which are offered to all pupils regardless of their need. A number of clubs run after school and at lunchtimes. The clubs are run by school staff and are fully inclusive. If your child needs individual support, school staff will aim to provide this.

Some clubs are run by outside agencies/professionals, therefore, it is advised that you talk to the club leader about your child's specific needs. Please ask at the office for details should you require any specific information.

There are curriculum trips for every class. These are carefully planned to ensure that every child can be included. All pupils are invited to the trips. For pupils with SEND or medical needs, an individual risk assessment will be carried out and may be discussed/shared with parents. This may necessitate additional members of staff being included on educational and residential visits.

Swan Stars is our before/after school provision which is internally owned and managed. Provision is available to all pupils in term time only from 7.15am until school starts, and after school until 6pm. Miss Wendy Stones is the Manager and she can be contacted via the school office 01270 663619.

How accessible is the school environment?

The playground and school are fully accessible for wheelchair users. There is a disabled toilet facility in each building, with a height adjustable changing table in the infant building's disabled toilet (see our intimate care policy on our website). There is a lift in the Key Stage 2 building to ensure the whole building is internally accessible. There are designated disabled parking spaces available on the main car park. The school also has a detailed accessibility plan which can be found on the school website.

We work closely with specialists to ensure that our school environment is accessible for children and parents with specific needs, for example we have used bright paint to highlight key points of our playground for children with visual impairments.

Where required, the school also seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

How will the school support my child in starting school and moving on?

- ***Before joining WCLA***

The Early Years Team (EYFS) aim to visit pre-school settings to meet children in the summer term. There is a meeting for parents of all new reception children in June and the children are invited into school during the summer term.

If your child has been identified as having SEND, the reception class teacher and/or SENCO will make links with your child's pre-school setting. We will also meet with you to discuss your child's needs and any ways we can help your child to settle into school.

- ***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 a final meeting of the year when the pupil's SEND is discussed. We also schedule lessons with the incoming teacher towards the end of the summer term

- ***Between schools***

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

- ***Between phases***

When we are aware of your child's high school, we will make links with the school so that we can share information and begin the transition process. All Year 6 pupils are prepared for transition through class and group activities. For some pupils it may help to carry out these activities in smaller groups with an adult or occasionally on a 1:1 basis. Some pupils may benefit from additional visits to their secondary school and we can help to arrange this. Some pupils benefit from individual visits to their secondary schools supported by WCLA staff (where possible).

What are the arrangements for the admission of disabled pupils?

The arrangements for the admission of pupils with Special Needs or Disabilities to gain admission as pupils to Wistaston Church Lane Academy fall within our duties under the Equality Act 2010 and are the same as those applied to all pupils. Admission is, in the first instance, arranged by application to the Local Education Authority. If successful, we will then receive notification that a child has been allocated a place.

For admissions please visit the Cheshire East School Admissions website. If a pupil is transferring into the school with an EHCP or has been in receipt of extra support from the Local Authority, continuation of this support will be negotiated to ensure that needs can be met.

All children will be treated according to their needs, in line with school policy. No pupil will be denied admission because of a protected characteristic or academic achievement.

What steps have you taken to prevent disabled pupils from being treated less favourably than other pupils?

At Wistaston Church Lane Academy, we believe that every child has the right to feel safe and learn in an environment that is right for them. We endeavour to ensure that every child is treated equally, and feels part of the Church Lane Team.

Some of the steps that we have taken to ensure this are:

- All our staff receive appropriate training in SEN and disabilities, to understand the needs of every child in their care.
- Specialist support is brought in where needed, to ensure that children's needs are being met.
- Jigsaw PSHE lessons take place in school to discuss differences and how we are all unique and special, as part of our No Outsiders curriculum.
- Teachers have high expectations for every single child in our care, no matter what their need or disability, and strive to help them achieve their full potential.
- Our anti-bullying strategies and behaviour policy ensure that any incidents where children are treated less favourably are dealt with appropriately (see our Anti-Bullying Strategy on our website).

- The staff code of conduct has been implemented, ensuring that all staff follow these guidelines and have a source of reference if they are unsure.
- We ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having SEND.
- Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Please also see the accessibility policy and the equality and diversity policy on our website.

How are the school's resources allocated and matched to pupils' SEN?

The school receives top-up funding from the Local Authority to support students who have been identified as needing support through an Education, Health and Care Plan. This money is spent on providing equipment and resources to support a child's needs. This may sometimes include, but is not specifically just for, additional staff.

The needs of other pupils with SEN are met from within the school's overall budget. The school follows a graduated approach to supporting pupils based on their needs (see the SEND identification flowchart on our website).

How will I be involved in discussions about and planning for my child's education?

If your child has SEND you will be involved in reviewing your child's SEN support plan by your child's class teacher at least three times a year.

If your child has an Education, Health and Care Plan, there will be an annual review meeting where everyone involved with your child will be invited to discuss your child's progress and plan for their next year of education.

You will be invited to write a contribution to the review meeting should you wish to do so and your child will have an opportunity to share their views to reflect their need.

Who can parents contact for further information?

Your first point of contact for any concerns should always be your child's class teacher. Our website also holds a lot of signposting and useful information covering a wide spectrum of need.

If you have a query about SEN procedures in school or about getting further advice, you can visit the school website or contact the office for more information. <https://wclacademy.co.uk/>

What support is in place for looked-after and previously looked-after children with SEND?

There is a designated teacher for looked-after children and previously looked-after children at WCLA, this is also the assistant SENCO, Sara Booth (please contact the office for contact details).

Our designated teacher for looked-after children and previously looked-after children will work with 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. [Personal Education Plan for Cared for Children \(cheshireeast.gov.uk\)](http://cheshireeast.gov.uk)

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 (see our website).

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. Information on this can be found on the Cheshire East website. <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/ehc-assessments-plans/do-you-disagree-with-a-decision.aspx>