**Wistaston Church Lane Academy**

**SEND Information Report**

**2022 - 2023**

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 (SEN/D), 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 him/her 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.

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 his/her needs.

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 may place the child on our Special Educational Needs register.

**Frequently asked questions regarding SEN and SEN 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 LAB Member is Dr Audrey Skidmore. All three 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 they are progressing with their learning in all areas of the curriculum and in their social and emotional wellbeing. 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 expected levels or is making slower than expected progress, we will consider whether they need may extra help during a Pupil Progress Meeting (PPM) with the principal and members of the senior leadership team in order to support their needs within the classroom and in and around school.

Every teacher in our school is a teacher of SEN and therefore initial concerns are addressed by the class teacher. In addition, the school SENCO may become involved and the school may consult with external agencies to observe or assess individual children’s needs. These services may include Educational Psychologist, Speech and Language Therapist and other professional support where necessary. Our ‘SEND identification’ flowchart on the website and in our SEN policy, explains our approach in further detail.

If your child has already been identified as having a Special Educational Need (SEN) before they join us, the SENCO at their previous setting should contact the school 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 the 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 our ‘Monotoring’ register. This initial process highlights the child’s difficulties and outlines initial support, before any SEN need is identified (see our graduated response 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 the website in our SEN policy, 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 <http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>

Each teacher is responsible for the delivery of Quality First Curriculum Implementation. Furthermore, the class teachers will use strategies which may be suggested by the SENCO or staff from outside agencies to enable children to access the learning task. Quality First Curriculum Implementation (or Quality First Teaching) is explained in more detail in the Cheshire East SEND Toolkit. <http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.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 SENCO 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 plan will contain short term targets and resources that will be used to help your child achieve them. The plan is reviewed and shared with you and your child at least 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 needs?***

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

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

If your child is receiving SEN Support, then you will be invited to meet with your child’s class teacher at least three times a year to review their progress and their targets. 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 may also be a support to both you and your child.

The progress of pupils with an EHCP is reviewed annually with all 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.

In addition, your child’s class teacher or the SENCo may be able to suggest strategies to help your child with specific areas of need including reading, writing, spelling, social skills or maths.

The SENCo works closely with supporting outside agencies and will pass on details of any training and support offered by them to 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 has responsibility for the PSHE teaching and learning. 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 has 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, or a buddy system. At other times this is done through a more general form such as working with the whole class on celebrating diversity. Key areas of need in our school are also addressed through whole school assemblies. If you are concerned please arrange to meet with your child’s class teacher, or the PSHE lead.

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.

***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, Occupational Therapists 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-termly.

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.

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 Positive Handling Policy 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 AT WISTASTON CHURCH LANE 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 buildings disabled toilet. 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.

The school is designed to have a lot of natural light. Every classroom has window blinds. All the classrooms are carpeted in order to reduce the noise levels to meet the sensory needs of the pupils with autism and the walls are also painted neutrally.

Every classroom has a visual timetable to support all pupils and equipment in classrooms is labelled using both words and visuals.

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?***

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 on two afternoons during the Summer term.

If your child has been identified as having SEN, 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.

The same will also apply to any children moving to us from a different school in different year groups, or in year transitions.

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.

***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.
* 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 follow the mantra of “high expectations – no excuses”, meaning that we have high expectation 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.
* 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 Special Educational Needs.
* 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.

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

The school receives money from the Local Authority to support students who have been identified 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.

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

If your child has SEND you will be invited to meet with 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 their progress and plan for their 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.