



“We aim to rise above the ordinary, developing an education which can unlock potential and transform lives. We believe everyone in our school community deserves to be cared for unconditionally and valued equally as God’s unique creation.”

SEND Information Report 2020

How are children with Special Educational Needs identified at this school?

At Bishop Wilson we believe in the importance of early identification of Special Educational Needs. This identification is enabled through analysing early assessment data and continuing assessment and monitoring cycles throughout the year. We will gain evidence from:

- Teacher assessments
- Parents views at parents’ evenings, review meetings and interaction on a daily basis with class teacher
- Children’s voice
- External agencies advice when appropriate

All children’s achievements are tracked and where a child presents with having additional needs and needing extra support beyond what many others receive.

Once identified the children will receive termly Target Forms that specify a long term target in the area of need and smaller targets and provision that has been put in place to support these which are assessed and reviewed on the plan, do, assess and review cycle. They will also have a SEND profile identifying their strengths and difficulties in the 4 areas of need and a ‘What I Need to Succeed’ sheet which highlights strategies or tools that can be used in class to support too. These are shared with both children and parents and pupil and parent voice collected. At Bishop Wilson we always work within the SEND Code of Practice (2014) and aim to help your child achieve.

Who should parents contact at the school if they have a concern around the needs of their child?

All staff are trained in identifying and assessing children who have additional needs and therefore any parent with a concern would firstly contact their class teacher. If necessary, a meeting with SENCO can be arranged and next steps

discussed. At Bishop Wilson school the SENCO is Mrs Natalie Grimster – you can contact her though admin@bishopwilson.cheshire.sch.uk
Our SENCO Governor is Mrs. C. Smith who can be contacted via the school office. If you wish to make a complaint then you can contact Mrs H Friend on 0151 336 3396 or email head@bishopwilson.cheshire.sch.uk

What types of Special Needs do we cater for at Bishop Wilson School?

At Bishop Wilson we are fully committed to being an inclusive school. We cater for all aspects of additional needs including children who have difficulties around Communication and Interaction, Cognition and Learning, Physical and Sensory development and Social, Emotional and Mental Health needs. We work closely alongside outside agencies such as Speech and Language Therapists, Educational Psychologists and Community Paediatricians, CAMHS, School Nurse and the Autism Team for example. All staff are trained to deliver Quality First Teaching and differentiate work appropriately. We employ a HLTA who has dyslexia programme experience and other TA's have experience within Autism training. The SENCO attends cluster meetings and leads and delivers at least 1 staff meeting per term to ensure that all staff are clear on any reforms and training needs that can be catered for.

How do we ensure that children with SEND can engage and access the Curriculum alongside other children within the school?

At Bishop Wilson through Quality First Teaching and differentiation we ensure that all children are included within Curriculum activities. Any activities or trips planned ensure that all children can participate. Children may have additional adults working with them in or outside the classroom. The curriculum may be adapted through:

- Differentiated tasks
- Task cards, Now/Next boards and pictorial instructions
- Use of different apparatus and resources
- Work stations or quiet areas

We also offer children at Bishop Wilson clubs that promote life skills. We also ensure all children can access day trips and residential trips and that the relevant support is available for each child. A copy of Inclusion Policy is available to download from our website.

How can school ensure that parents are aware of how their child is doing in school?

At Bishop Wilson we pride ourselves on our Open Door Policy and positive relationships that are formed between parents, children and teachers. You will have contact with the class teacher daily and have the opportunity to make longer appointments where necessary. An appointment can also be made with the SENCO through the same channels.

All children are assessed through their daily lessons and assessments are tracked and monitored throughout the year.

If your child has complex SEN and is in receipt of an Educational Health Care Plan or Top Up Funding then an Annual Review will be held within the school where all agencies will come together to discuss progress being made. Parents will also share their knowledge through completing the parent voice and 'Our Story' document if needed.

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

At Bishop Wilson we strive for all children to have a positive self-esteem and feel safe, happy and healthy at our school. We are an inclusive school and each class teacher is primarily responsible for the well-being of each child in their class.

At Bishop Wilson we have an inclusive approach to teaching and aim to include all children. We use Quality first teaching with necessary differentiation and scaffolding. We try and use a range of resources to support all needs and ensure a VAK style approach when necessary. We want to promote independent learning and try and use questioning and support tools for this.

If a child needs any adaptations to the class or school environment this is taken into consideration. This can include support seats, sensory objects, overlays, hearing loops, visual timetables, appropriate seating in class and writing resources.

If you had concerns around this the class teacher would be your first point of contact. If your child is in receipt of top up funding and works with a 1:1 Teaching Assistant we have home school books available, which explain how the child has felt about the day. The SENCO is also continually involved in the promotion of positive self-esteem for the children in our school. We have nurture groups for children who find it difficult to discuss feelings and anxieties and offer life skills for children to develop within these too. Each child's Social and Emotional needs are different and interventions and strategies are planned accordingly.

How will the school prepare and support my child to join or leave school during transition times in their Education?

At Bishop Wilson Primary we believe that Early identification and support is key to a child's education. For children beginning in our Early Years Foundation Stage we visit them in our pre-school setting numerous times to meet them and speak to their key workers. For children who will be joining us from feeder nurseries and pre-schools we ensure that we work closely together to understand the needs of the children that are about to attend our school through observations in their setting and also holding Action for Inclusion meetings within school where all agencies that are involved with your child come together to discuss next steps and provision.

As your child begins Reception the class teacher will invite you in at least once a term to discuss progress. Throughout school as your child moves through classes we hold transition weeks and will sometimes suggest that the transition period is extended for some children with complex needs or a transition book is made with photographs of the teacher and the classroom. All information is passed on from

teacher to teacher during meetings supported by the SENCO prior to the children moving into the class. The same procedures will commence when your child is about to attend High School. If your child has an EHC plan meetings and discussions with school, parents and the Local Authority will take place to discuss which High School can offer the best possible provision for your child. SENCO will meet with staff from High School to discuss support and provision that has been given in Primary School Again during Transition period this may be extended and children may attend extra sessions at the High School.

How do we evaluate the effectiveness of the provision made for children and young people with SEND?

Each child is assessed, and progress tracked each half term. This is done through our PIRA, PUMA and GAPS assessment. We also use the 'Pathways to Writing' assessment to support our writing. For children with additional needs the SENCO may feel it necessary to conduct further testing to identify their needs. Through analysing progress of the children, we are able to evaluate the impact the interventions have or are having. Regular meeting with teachers, teaching assistants, staff and children ensure that interventions are having a positive impact on the children's development.

All children on the SEND register have a SEND Profile and long term target forms that are established and agreed with the parents and child. These are then continually broken down into smaller targets throughout the year and reviewed termly.

How are parents and children involved in the school?

At Bishop Wilson we believe that a partnership between school and parents is extremely important. Our open door policy means that you are able to catch the class teacher on a daily basis. Appointments can then be made for after school to discuss any questions further. If parents and class teacher feel necessary the SENCO can become involved. We will share any information from outside agencies with parents as it arrives.

Pupil voice is very important at Bishop Wilson. Children are involved in all their SEND profiles and their voice is recorded on these and to make them aware of their targets. They also have a member of staff that they can speak to if unsure or worried about anything. At Bishop Wilson we take bullying very seriously and aim to support all SEND children in this. As a school we celebrate differences and have class and whole school assemblies to focus on this.

What training has staff supporting children with SEND having or had?

We have access to a number of training courses specialising in SEND and offer the sessions to teachers and teaching assistants in order for them to be able to support small groups and individual children. The SENCO delivers regular SEN updates and reforms through staff meetings.

As SENCO Mrs Grimster will attend cluster meetings to discuss changes and good practices with other professionals.

We work closely with all outside agencies and will arrange training where appropriate. We know it is important to work alongside a range of bodies and this includes the Educational Psychologist, Speech and Language, Occupational Therapist, Paediatrician and many more. We also attend local clusters as a support network with other professionals.

How is the decision made about what support and how much support my child will receive?

All children who have additional needs are unique and will require individualised support. Some children will require support in class for english or maths for example and some children will need this support to promote and establish social and emotional development. Parents will be involved in all decision making and where we feel a child needs extra to support than what is being given by the school we will begin the process of applying for additional funding or an EHC plan in more complex cases.

Who can I contact for more information?

If you have any questions or queries regarding our school and SEND provision please contact our school office or check the local offer on Cheshire West website.
Natalie Grimster – SENCO – admin@bishopwilson.cheshire.sch.uk
Helen Friend – Headteacher – head@bishopwilson.cheshire.sch.uk