



Over Kellet

Wilson's Endowed C of E School



SEN Information Report and Local Offer

School/Academy Name and Address	Wilson's Endowed CE School School Lane Over Kellet LA6 1BN		Telephone Number	01524 732097
			Website Address	www.wilsonsprimary.org.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	4 - 11			
Name and contact details of your school's SENCO	Mrs Hannah Crisp Wilson's Endowed CE School School Lane, Over Kellet LA6 1BN Tel: 01524 732097			

Name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	Mr Darren Newiss (Headteacher)		
Contact telephone number	01524 732097	Email	head@wilsons.lancs.sch.uk
Review Dates	Reviewed	Sept 2025	
	Next Review	Autumn 2026	

What the school provides

The school is a single storey building with external doors and ramps to all classrooms, main entrance, school hall and ICT suite. This ensures access for all pupils and parents/ carers with disabilities to the school and within the school the doors are all wheelchair accessible.

There is an accessible toilet in the centre of the building.

There are parking bays close to the front entrance for those with a disability.

The school are fully prepared to adapt current resources or use technologies to provide letters and information in differing formats when required and school information can be accessed on the school's website which has built in accessibility features.

Furniture is of a suitable height appropriate to the age group of children being taught in that classroom. Staff in school use a wide range of presentation methods including the use of technologies such as laptops, I-pads and interactive boards to enhance learning. We also use different approaches to engage children with different learning styles and different learning needs. The school has a range of intervention programmes suitable for SEND interventions (in addition to headphones, laptops, I-pads, interactive whiteboards in each classroom). Specialist equipment e.g. weighted resources for a child with sensory difficulties and motor skills equipment are also used in school where needed.

'The Rainbow Room' is a calm place where individual pupils can go when required and is used for a range of specific group and individual interventions.

Teaching and Learning

What the school provides

The early identification of SEND (special educational needs and disabilities) means a child can be supported in their learning sooner rather than later. This for some children makes a big difference to their progress. In our Reception class we have a 'baseline' assessment at the start of the year and then we continue to carefully assess and monitor the children's' progress over each term. Throughout the school termly assessments are recorded to show a child's achievement. The class teacher and/or SENCO will talk with parents at the earliest opportunity about any concerns and we will hope to work closely with the parents throughout, enlisting their help and support as part of the 'team' around the child. Sometimes this initial 'boost' with parental support is all that is needed to close a gap. Sometimes children are very young and need time to develop. If a special need or disability is suspected, we may ask parents' permission to use planned support and interventions. Alongside this we ensure that high quality teaching and adaptive approaches are used to help **all** pupils including those with SEND.

When needed, the school seeks advice from specialist SEND teachers/ advisors. The school also accesses educational psychologists on a needs basis. Other agencies such as occupational health, speech and language support are also facilitated within the school from outside agencies.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. If it is appropriate and needed, consent for further action such as assessments by a specialist special needs teacher will be sought.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices and assessments. The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. If appropriate, staff will access interventions from a range of sources as advised by the school SENCO or from advising specialists supporting the pupils. From this, we identify the child's current attainment, achievements and learning

profile. This may involve taking further advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

The SENCO works closely with parents and teachers as a part of the graduated response to plan an appropriate programme of intervention and support and provides feedback from any assessments undertaken. Children have an IPP (Individual Pupil Plan) with specific SMART targets personalised to them. The IPP's are reviewed on a termly basis.

The school recognises that pupils at school with special educational needs should be supported through quality first and adaptive teaching strategies, so that they have full access to education, including educational visits and physical education.

The school follows statutory access arrangements when assessing a pupil with SEND needs prior to undertaking any statutory assessment.

The SENCO regularly receives updates and training on current SEND issues and they work closely with class teachers and teaching assistants. All staff receive training on SEND best practice throughout the year.

The majority of staff have received current First Aid training and some with specialist paediatric training for our younger pupils. This is updated as required.

Reviewing and Evaluating Outcomes

What the school provides

Pupils with EHC Plans

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child prior to and after the review. Pupils are also asked to add their 'voice' to the review.

Children on SEND support

Individual Pupil Plans (IPP's) are in place for all the children on SEND support, which are reviewed termly. The school operates an 'open door' policy with regards to any concerns a parent may have. Parents and pupils are encouraged to work with staff in producing the termly outcomes and actions. Some pupils also have an individual provision map outlining the support they are currently receiving.

Pupils' attainment is monitored throughout the school for all pupils including those with SEND and this is recorded termly. Teachers and TA's will set new targets for IPP's if existing targets are achieved. The SENDCo is available to support this. The SENDCo also reports to the Governors about SEND throughout the school.

Keeping Children Safe

What the school provides

The school's Ofsted report in April 2024 noted: -

"Pupils are happy at this caring and inclusive school. The school's values, such as friendship and respect, underpin the warm relationships that pupils have with each other. Pupils are thoughtful and kind."

"The school has high expectations for pupils' achievement. This includes for pupils with special educational needs and/or disabilities (SEND). Pupils enjoy learning and try their best. They typically achieve well and are ready for the next stage of their education."

Safeguarding all children is taken seriously by all staff. The relevant policies are on our website. The Headteacher and teachers carry out risk assessments and documentation is in place which takes into account the needs of all children in school. Risk assessments are completed for all visits off site.

At the end of the school day all children in KS1 are handed over to their parents/carers at the classroom door either by the class teacher or teaching assistant. If required, in KS2 a handover is carried out by the TA or class teacher to the appropriate parent/carer.

A teacher supervises each break time alongside other staff and there are lunchtime support staff who also supervise children in the play areas over the dinner hour.

Support is available in every class, but some classes have additional adult support if required. These vary depending on class size and need. The school has a high staff: pupil ratio.

Children are instructed and regularly reminded about the rules and why they are important for Internet and e-safety, children also receive specific teaching on these important topics each year.

Parents can access the Anti-Bullying Policy on the school website

Health (including Emotional Health and Wellbeing)

What the school provides

All medicinal needs are recorded in a medicine file along with details of dosage and frequency and parents sign permission forms to grant authorisation to the school to administer medication to their child.

When used, care plans are drawn up following meetings between the school nurse, the parents and class teacher/ support assistant and a copy is kept by the relevant class teacher. The master copy is kept with the child's records.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.

In addition, Epilepsy, Diabetes and Epipen training can be provided by the School Nurse or other NHS professionals, if required, to ensure the relevant staff are conversant with the appropriate action or medical procedure required for the individual child.

A mental health and wellbeing policy has been adopted from January 2019.

Some children have had opportunities to receive bereavement counselling, such as from St John's Hospice Seasons for Growth programme, from our own fully trained staff. We offer opportunities for children to receive emotional, social and well-being therapies.

Other additional therapies can be often received on-site in school e.g. speech and language therapists, occupational health visits.

The kitchen staff ensure that pupils' specific dietary needs are met through the school meals, e.g. gluten free option.

Communication with Parents

What the school provides

Our school website contains details of all staff currently employed by the school. A board in the school's entrance hall has a picture of each member of the school's staff and governors.

The school operates an Open-Door policy and has two parents' evenings a year to provide opportunities for parents to discuss the progress of their child. At each Parents' Evening there is an opportunity to view their child's work.

Annually a family questionnaire is also provided for parents to record their views and suggestions.

If parents have concerns that their child has special educational needs, they should discuss this with the school's SENCo and / or class teacher in the first instance.

Parents of pupils with SEN have access to termly meetings to review their child's progress, to review and revise their child's IPP targets with the class teacher and the support in place for their child.

Working Together

What the school provides

Equal opportunities are given to **all** children so they can take part in every aspect of school life. There is a School Council with pupils represented from Year 1 to Year 6 who contribute their peer's views and voice about how to make improvements to our school.

Each Friday a weekly newsletter is sent to parents, this is also displayed on the school's website. A half-termly class curriculum newsletter is published on our website that outlines the topics covered in each subject and the children's key learning.

Parents can also discuss their child's education at parents' evenings. An appointment can be arranged with their child's teacher if there are any concerns which need addressing more immediately. Home school agreements are sought when pupils join the school.

The Friends of the School (PTA) raise funds via events for our school and when opportunities arise parents are invited into school to help with special days and events.

Should a parent or carer have a concern about the special provision made for their child then they should follow the school's complaints procedure, available on the school's website:

<https://wilsonsprimary.org.uk/policies/> We have two parent governors on our Governing Body and when a term of office comes to an end, elections are held, parents have the opportunity to apply. The Governing Body has a designated SEND Governor, currently Mr Peter Thomas.

What help and support is available for the family?

What the school provides

Wilson's Endowed School prides itself in providing a personalised approach for all pupils.

If parents need SEND advice, help or just a hand with paperwork then the Head Teacher, SENCo or class teacher can assist

There are a wide range of support services for parents and families, and we can help parents to access these. Team around the family (TAF) meetings are held in school (or off site) with school staff and outside agencies.

Transition to high school is personalised to the needs of the individual child and can include additional visits and working with a designated TA to support the transition process. When relevant, High School SENCos are invited to transition meetings at the primary school. If a pupil required a Travel plan to get their child to and from school this would be dealt with by the Head Teacher or school business manager.

Lancashire Local Authority's Local Offer can be found at

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/><https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/needs-and-disabilities/>

Transition to Secondary School

What the school provides

The school has well established links with all the high schools that the pupils move on to.

Each year pupils visit their forthcoming secondary school for taster sessions and teachers/representatives from those schools come and see the year six pupils in their primary school setting. This helps to ease the transition from Year 6 to secondary school.

Where needed, our school will work together with the receiving secondary school to develop a personalised transition programme for pupils who need a little more support through the secondary school transition process. Additional visits to the high school can be arranged, with teaching assistants or parents accompanying children as necessary. A 'transition booklet' can be completed by the pupil if this is helpful.

Extra-Curricular Activities

What the school provides

The school offers a wide range of clubs and additional activities which range from sports, including football, Judo, fencing and archery to the arts.

There is an established after school club providing effective childcare opening at 7.30am in the morning and closing at 5:30pm daily.

Some before and after school activities are free, others have a cost (e.g. to pay for qualified coaches). All activities are inclusive to **all** pupils and all external coaches are made aware of any special needs of the children and there is always a member of staff on the premises during these sessions.