



SEND newsletter: Autumn 1 2024

This is our first SEND newsletter designed to showcase the work that is taking place at Wesley that supports our SEND pupils. This newsletter will be sent out at the end of each half term highlighting our progress as a school. At Wesley we have input a wide range of strategies over the past few years into school and completed increased training of all staff to ensure that we are meeting the needs of our pupils effectively and giving every child the opportunity to succeed and access the whole curriculum.

**'Every child has every opportunity'**



## SEND Graduated Approach Toolkit

### Graduated Approach to SEND support within school

Over the past few years we have implemented our graduated approach to SEND within school, this is an **eight step process** that we follow to ensure every child is

receiving the correct level of support at Wesley. **Step one** is all about the inclusive quality first teaching that is place in all classrooms with a clear checklist of expectations that every child in school is entitled to. If adaptations for a child go beyond this inclusive quality first teaching a teacher will complete a 'notice, check and try' document which is **step two**. Strategies will then be put in place for a minimum of a six-week period (six weeks is one cycle, this can step can take up to three cycles). Once this has been completed, **step three** is the identification of need for the child. This is where there are three options, the first being that the strategies that have been put in place are now meeting the needs of the child and this will continue, option two is the child is added to the SEND register in school at low level need and the third option is the child is added to the SEND register as a high-level need. If added to the SEND register in school the child will now be at **step four** which means they will receive an Assess, Plan, Do, Review (APDR) document. If at low level need this will be monitored termly with meetings taking place at parents' evenings, if at high level need this will be monitored half termly with some of the meetings taking place at parents' evenings. At this point we will then begin **step five** which is a clear record of interventions that are in place for your child. These will be monitored over time and the progress your child makes in these will be tracked and monitored so we can see clear impact from the additional work that is taking place. **Step six** is the creation of a provision map which is when the SENDCO will use the information from the APDR and intervention timetable to 'provision map' the support the child is receiving. If the child is making limited progress toward their targets over time then we will begin **step seven** which involves external agency support. Referrals will be made to the relevant agency/agencies for additional support and recommendations. The main difficulty we are currently finding with this step is the significant waiting time of many external services due to the increased demand for this across the education sector. Once recommendations are received, the class teacher will action these in class, monitors the child's progress towards these targets and discuss the progress being made at review meetings. If following the targeted intervention and support from one or more external agency a child is not making the expected progress, **step eight** will begin which is where the SENDCO will then gather the evidence for an EHCP referral. The EHCP is then sent to panel at the local authority who decide whether to accept a referral and recommend where an EHCP assessment should be undertaken. The time taken to produce an EHCP is 20 weeks.

**Our SENDCO in school is Mrs Rohman  
and during the next half term Mrs Mann will also be joining the SENDCO team**

### ADHD and Autism training at Wesley

We have heavily invested in staff training and to ensure that we are confident as a school that we are able to meet the needs of our children effectively. We have received training from Bury Local Authority for both ADHD awareness and strategies in the classroom – this training was particularly impactful at looking at what strategies can be put in place to support children with ADHD and how some whole class strategies can support all learners, looking at movement/brain breaks which are incorporated across the curriculum now, particularly through ‘Active Break’ work that is being completed. We have also been visited by the Director of Inclusion from Elms Bank who completed ‘Autism Awareness’ training for all staff. This focussed on identification and giving staff a real awareness of what masking is and how this can be seen within the classroom setting and what support can be put in place at school. We worked through a range of strategies that can be used and are now in place throughout school. A member of Elms Bank outreach team has then visited school to ensure these strategies are in place across school.



### Monitoring progress with PIVATS

Our SENDCO, Mrs Rohman, completed training on PIVATS which is a SEND specific assessment tool which will be able to track the progress being made for our SEND pupils and give detailed reports on the progress a child is making so that those small steps of progress can be monitored and celebrated. Mrs Rohman has then completed whole staff training on the use of PIVATS and this is currently being rolled out for our high-level need children first and then to our low level need

children on our SEND register. This information will then be brought into the APDR process to give you as parents a detailed knowledge and understanding of where your child is and what their next steps are.

# PIVATS

### External Agencies

Understandably, with the current increase and demand for SEND support across education, the access to some external agencies is currently delayed with significant waiting lists. During this time, we will actively put in appropriate support for our children whilst awaiting the further professional advice. Some of the external professionals who we have had into school recently to support have included: our school nurse, CAMHS, Bury Vision Team, Elms Bank Director of Inclusion and the Epworth Specialist Leader of SEND. These professionals have been in to support our SEND development and ensure that our children are getting the right support at the right time. It has been great to hear from these professionals that the support in place for our pupils is meeting the children’s needs across the board and that there is a high level of dedication to supporting and including our SEND children.



### Sports for all

As part of our acknowledgement for inclusion of all pupils, we do sign up for the SEND element of the Bury School Games which gives us access to SEND specific events so that every child has the opportunity to participate in sport and represent school. We were specifically successful last year with four of our girls winning the Bury Games at kurling and then coming in second place at the North West finals playing children from all across the North West including Wales and Liverpool. It has been incredible to celebrate the success of these pupils and really see them shine! This is something we are passionate about as a school and will continue to champion all of our children and give these brilliant opportunities to.



### Communication and Emotionally Friendly Setting

Last academic year we achieved our accreditation for being a communication friendly school which was a 12-month process through ELKLAN to showcase the different ways we incorporate communication to make our school inclusive for all. This was a wonderful process and has developed many of our teaching strategies through school. Following the success of this we are now working towards becoming an Emotionally Friendly Setting which will focus on the wellbeing and mental health of our pupils and ensure at Wesley these are seen as a priority and support all. We will be completing a 12-month accreditation process again and this will include canvassing the views of both parents and children with questionnaires coming out after half term so that we are able to create a clear action plan that will support all our school community. We are excited to see the progress this brings through Wesley and how we can increase our support for wellbeing and regulation strategies.



#### High quality teaching benefits pupils with SEND The 'Five-a-day' principle

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day'—indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

- 1 Explicit instruction**  
Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
- 2 Cognitive and metacognitive strategies**  
Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.
- 3 Scaffolding**  
When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.
- 4 Flexible grouping**  
Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current needs, before re-joining the main class.
- 5 Using technology**  
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report 'Special Educational Needs in Mainstream Schools'.

### Next Steps for Wesley

As a school we will continue to strive forwards so that we can meet the needs of our pupils and give every child the opportunity to reach their potential. We are currently working on a range of elements at school, with one of our clear focuses being how we can adapt our learning so that every child can access the same learning but at their level of understanding. We have completed a lot of staff training on this and will continue to have this at the forefront of our focus over the upcoming school year and look forward to sharing the impact of this with you.