

Wesley Methodist Primary School

SEND Offer Autumn 2025



Wesley Methodist Primary School – SEND Offer Autumn 2025

Children and Families Act 2014

Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (January 2015) prescribes the information that schools must publish on their own website, and also be available through the local authority's published Local Offer. This document is taken from Bury Council, Children Services framework, and sets out the Local Offer / SEND Information at Wesley Methodist Primary School.

Introduction

At Wesley Methodist Primary School we aim to provide a broad and balanced curriculum for all children, who at any time might be in need of special educational provision with regard to their academic, emotional or physical abilities. Our school is warm, welcoming and open to all pupils and the ethos reflects a commitment to inclusion and equal opportunities. Systems have been implemented for early identification of barriers to learning and participation and we aim to minimise those barriers and maximise resources to support learning and involvement

How does the school know if a child needs extra help?
<i>How do you identify children with special educational needs?</i>
Wesley Methodist Primary School recognises that children have special educational need or disability (SEND) if they have a learning difficulty in one of the four areas of SEND: <ul style="list-style-type: none">• Communication and interaction- this includes speech and language difficulties, attention and understanding• Cognition and learning- children not working at a level within a one or more subjects appropriate to their age and year group• Social, mental and emotional health- previously known as BESD.• Sensory and/ or physical- children who have a hearing or sight impairment, or require adaptations to the environment or resources to access the curriculum. We recognise that a child has a learning difficulty if he/she: <ul style="list-style-type: none">• Has a significantly greater difficulty in learning than the majority of children of the same age.• Has been identified as having a specific learning difficulty such as dyslexia, dyspraxia.• Has a disability that prevents the child from making use of educational facilities of a kind generally provided for children of the same age, in schools within the area of the local education authority.

The Disability and Discrimination Act (DDA) defines a disability as: “a physical or mental impairment which has a substantial and long-term adverse effect on (a person’s) ability to carry out normal day to day activities”. In school, we recognise that a child has a disability if they have:

- difficulty getting to and from school, or moving around school
- manual dexterity; holding a pen, using tools or throwing or catching a ball
- difficulty carrying objects
- difficulty controlling the need to go to the toilet
- difficulty hearing or seeing

Information about pupils is gathered in a variety of different ways, which allows school to identify children who may need additional support to access all of the curriculum:

- Home visits and transitional meetings, involving children and parents, prior to entry into Early Years Foundation Stage - EYFS
- Information from children’s pre-school setting, where relevant.
- EYFS observations and data.
- Parental meetings, including three annual Parents’ Evening meetings and any additional, relevant, meetings.
- Teachers’ continuous formal and summative assessment, which is analysed in relation to attainment and progress. This allows for identification of children not meeting age-related targets and, therefore, not making expected levels of progress.
- Termly meetings between teachers and senior leaders to identify children who are not making expected levels of progress and to discuss the reasons for this.
- Meetings with the school’s SENDCo to discuss concerns related to children with teachers and/or parents as well as consultations with outside agencies. The SENDCo may also seek support or advice from outside agencies for children who need additional support or assessment.
- Observations carried out by outside agencies.
- Reports from outside agencies
- The school also uses more specialist assessments including: Wellcomm, PIVATs, GL dyslexia screener

What is the school’s approach to teaching children with special educational needs?

How will school staff support a child?

What happens once a concern has been raised or a need has been identified?

Who will oversee, plan and provide delivery of the curriculum?

Who will explain this to parents?

What support is available for providing emotional, mental and social development of children with SEND?

How are governors involved in SEND?

- Wesley Methodist Primary has a fully inclusive approach to the education, and involvement, of all children so that they can access, and experience, the whole curriculum. Therefore, school is strongly committed to ensuring that all children receive high quality first teaching (QFT) so they can reach their full potential, regardless of any additional challenges or barriers they may face. As part of our inclusive strategy, children will be educated within their classroom for the majority of the lesson. However, some interventions, or precision teaching, may take place outside of the classroom, in order to be further personalised.

There are a number of key staff who will support your child:

- Your child's class teacher, who will make sure that the tasks set for your child are appropriate and accessible. The class teacher will inform the parent/carer of any additional provision and targets.
- Teaching Assistants and Higher Level Teaching Assistants, who support children in class and carry out interventions.
- The Special Educational Needs Coordinator (SENCo) who co-ordinates the provision of SEN throughout the school. They will ensure the school is effective in its arrangements and provision for children with SEN, attending regular local authority meetings and keeping up to date with any national changes, Ofsted guidance.
- The SEN School Governor works with the SENCo in leading SEN throughout the school. The Governors receive a termly report from the SENCo to keep them updated with provision in school and any updates.

Wesley do not routinely offer 1:1 support to children for a number of key reasons:

- This can inhibit independence as one of the main goals of SEND provision is to help children become as independent as possible and constant 1:1 support can unintentionally foster learned helplessness, where the child becomes overly reliant on adult help and less confident in their own abilities.
- This can lead to elements of social isolation as children who work 1:1 can be physically and socially separated from their peers, which may hinder their social development and sense of belonging.
- Over reliance on 1:1 support can shift responsibility away from the class teacher and onto the teaching assistant, which may result in the children being excluded from whole-class teaching. This undermines the principles of inclusive education, where all children should be supported to learn alongside their peers.
- When a child becomes attached to one adult, transitions or changes can be particularly disruptive. This dependency can limit the child's ability to adapt to different environments and adults.
- Research show it may not improve outcomes – studies such as the Deployment and Impact of Support Staff project found that increased time with a teaching assistant did not correlate with improve academic progress. In some cases, it even had a negative impact, especially when teaching assistants were not trained to deliver high-quality instruction.
- Most Education, Health and Care Plans do not actually fund full-time 1:1 support. The expectation that a child will have constant adult attention is often unrealistic given school budgets and staffing levels.
- Children will be supported through QFT, which means they will be taught through a range of different strategies and a wide range of modelled examples to support understanding and learning. This may include the use of modelled writing or concrete resources in Mathematics. Children will be provided

with adaptations where appropriate and additional resources to help, such as word banks or manipulatives and alternative ways to record their understanding of a studied concept.

- Once a concern has been raised about a child, the necessary actions will be put in place. First, and foremost, the children will be supported within class through QFT. In addition to this, an intervention, designed to reduce gaps in learning or support necessary development, will be devised and put in place. For example, this may involve a specific phonics programme or precision teaching to support spelling related difficulties.
- If, despite an intervention, the child is still not making necessary progress, the Epworth Trust graduated approach process will be followed. This will involve a period of, 'Notice, Try and Check', moving through low-level and high-level need. Once a child is on the school SEN list, if they move to LLN ii Assess, Plan, Do, Review Support Plans will be put in place which will be created by the class teacher, in consultation with the SENDCo. This plan will detail the additional support needed and how these needs will be catered for. These APDR support plans are reviewed with parents, termly for children at low-level need, where their views on the child's development will also be shared. A child at high-level need will have reviews every half term. At these reviews, the child's voice will also be sought.
- Children with an Education Health Care Plan (EHC Plan) will receive the necessary support outlined in their plan. They will have an APDR support plan with a focus on specific needs which will be reviewed in smaller steps in line with the schedule above. As support for children with EHC Plans is specific to their plan, they may be supported within the classroom, individually, within a group in the classroom or in an intervention group. EHC plans will be reviewed annually with all of those involved in writing the plan, including the class teacher, support staff, relevant outside agencies and parents. Additional meetings will take place across the year to review steps toward it.
- Responsibility for all SEND needs within the classroom, and provision, is the class teacher's responsibility. Further support will be provided by the school's SENDCo and support staff and outside agencies as required.
- In addition to specific meetings to review educational plans, Parents' Evenings are held twice annually with an optional one in the summer when a formal report is sent at the end of the school year.
- All staff are available to listen, and support, any concerns children may have. Referrals to available outside agencies can be made, as necessary, for additional support. Accommodations will be made, where necessary, within school to support children with social and emotional needs, including intervention programmes to develop communication and social interaction.
- Children are given a voice through the School Council, Worship Committee, House Captains and Eco Council.
- School's SEND link governor (Mrs L Harvey) monitors SEND provision in school. The HT / SENDCo reports to the Governing Body on SEND on a termly basis through a SEND report.

How will the school adapt the curriculum and learning environment for children with special educational needs?

How will the curriculum be matched to the needs of children with SEND?

What are school's approaches to differentiation and why is this relevant?

- At Wesley Methodist Primary school we aim to deliver high quality provision to meet the needs of all children and young people with SEN. We do so in line with sections 1.24 and 1.25 of the SEN Code of Practice. Where children continue to have difficulty after interventions have taken place, or require a

high level of support to access the curriculum, they are considered to have Special Educational Needs (SEN) and will be placed on the SEN register. Parents/ carers will be informed. All children will have equality of opportunity to achieve their potential in all subjects. All children will be expected to participate in the full curriculum.

- In order to support the children's access to the broad curriculum, children will be supported as widely as possible to be taught inclusively in the classroom. In order to support them further, children may work with an adult, individually or within a group, or work collaboratively with peers.
- To support accessibility within the classroom, intervention programmes, and adult support work where suitable, will take place in order to close gaps in learning.
- Adaptations to enable children to access curriculum content are planned for, by teachers, across all curriculum areas. Adaptation means that there is an appropriate level of challenge and support to match the needs of all learners. As a staff, we have created an adapted teaching toolkit to support with this. This may mean that children use a different task in order for children to access learning; a different output for children to demonstrate and share their knowledge and understanding; varying levels of targets and expectations; additional or varied resources; adult or peer support and length of time to complete an activity. Providing adaptations within the curriculum means that all children can access the full curriculum, at the point which is correct for them, in order to reach their full potential.

How is expertise secured for teaching staff and others working with children with special educational needs?

- Wesley Methodist Primary School is part of the Epworth Education Trust and as such has a supportive network of experienced SENDCOs across the Epworth family of schools.
- We provide teachers and teaching assistants with support, expertise, resources and training in order to assist them in planning and providing a relevant and differentiated curriculum for all pupils.
- All teaching staff, including the school's headteacher, are experienced in supporting children with a wide range of SEN.
- The SENDCO attends training and meetings for SEND within the local authority to keep up to date about available services and developments.
- The SENDCO is also completing the NPQSENCO. This is the new, mandatory training for future SENDCOs
- The school's support staff, who work with children in either groups or individually, are experienced in their supportive field and attend training, as relevant, to further support the children they work with. All support staff work in close relation with the class teachers.
- Wesley Methodist Primary also has access to outside agencies within Bury LA. Some of these services include Multi Inclusion Panel, Education Psychologists, Speech and Language Therapy, CAMHs and the school nurse. As required, these outside agencies will also attend Person Centred Reviews when reviewing EHC Plans.
- Wesley Methodist's Pastoral Manager has completed the advanced Mental Health Practitioner training.
- In September 2023, Wesley Methodist Primary was awarded Elklan 'Communication Friendly Settings' status.
- In 2024-25, Wesley Methodist Primary received 'Emotionally Friendly Schools' accreditation.

How will progress of children with special educational needs be assessed and reviewed? How will those children and their parents take part in any assessment or review?

In addition to the usual reporting arrangements, what opportunities will there be for parents to discuss progress with school staff?

How will school explain to parents the expectation and steps in learning for their child?

How can parents support learning outside of the classroom?

How and when will a parent be involved in planning for their child's education?

At Wesley, we monitor and review provision on a regular basis and look at the impact of provision on raising standards. Progress of all children is monitored both formally and informally by class teachers and the Senior Leadership Team. We have a rigorous progress tracking system in school and use FFT Aspire to support this. Some children may be assessed using alternative assessment methods, including PIVATs for those working well below the National Curriculum level. The Special Educational Needs Coordinator meets with staff to discuss provision and progress of those children with special educational needs. Provision for individual children can be adapted at any time to ensure they achieve to their full potential.

- As a standard approach, school holds two annual Parents' Evening meetings. In addition to this, termly reports are sent home to outline current attainment levels and a final written report is sent at the end of the academic year to detail achievement across the whole curriculum.
- Wide-ranging forms of assessments are used to obtain children's understanding so that attainment and progress can be tracked, monitored and measured. These are discussed within termly data meetings between the school's senior leaders and staff. The school's SENDCo is also informed about, and tracks, attainment and progress of SEND children.
- If a child has an APDR support plan, these will be reviewed on a termly basis / half-termly basis depending on level of need. During this meeting, parents are invited to share in the review of the current targets with the class teacher and SENDCo as well as to share their personal thoughts on their child's learning and well-being. Aspects of mental health, social and emotional development will also be discussed during these meetings. Children's voice is also an important part of this meeting as the child, in question, is invited to attend the end of the meeting to share their point of view. Parents then receive a copy of the next APDR support plan.
- If a child also has an EHC Plan, this will be formally reviewed annually. Parents will be invited to this meeting to share their views and to agree on going targets. Children are also invited to these Pupil Centred Reviews to share their views, which are taken into account when devising new targets.
- Parents can arrange to meet the class teacher, SENDCo or head teacher to discuss concerns. School staff may arrange meetings with parents to discuss concerns regarding their child or to inform them about levels of attainment and progress.
- Parents are welcomed into school on a number of occasions throughout the school year. These include visiting the classroom, to share in learning and view books, after class assemblies etc. Meet the Teacher Evenings take place at the beginning of the academic year, where parents are invited into school, and the relevant classes, to learn more about their year group's expectations.
- School holds a number of parent workshops throughout the school year, including those relating to Mathematics, writing, reading and the wider curriculum. This gives parents an opportunity to learn more about the school's approach to teaching, including the progress of the school's Mathematics Calculation Policy and approaches to reading.
- Links to supportive, educational websites are available on the school's website to aid learning.

- Home learning tasks are set by the class teacher to aid communication and links between home and schools. This enables parents to be informed about the current learning taking place in English, Mathematics and Topic. Children are also provided with practise sheets to develop number skills, including times tables, and spellings. School has access to Times Tables Rockstars to support times tables knowledge and development.
- For pupils working significantly below age related expectations and therefore well below the National Curriculum, PIVATs will be used to enable staff to measure small, appropriate steps of progress and to support staff planning for immediate next steps for identified pupils. This is only used for a small group of pupils on roll and parents are made aware of this as an assessment and target setting tool as appropriate.



How will the effectiveness of the school's special educational provision be assessed and evaluated?

How will the school know how effective its arrangement for children with special educational needs is?

- The attainment and progress of all children is monitored through the school's tracking system and is reviewed regularly by all staff and the head teacher. If adequate progress is not being made, interventions will be put in place.

- Interventions are monitored and reviewed by staff for impact on attainment and progress. This information is shared with the head teacher and SENDCo.
- APDR support plans and EHC Plans are reviewed in line with the review cycle. Targets within these plans are reviewed and new ones are devised based on the necessary support to close gaps in learning.
- The Governing Body are informed about SEND provision within school through the SEND link governor.
- Feedback from pupils and parents provides some insight into the evaluation of SEND provision.

How can children with special educational needs access the school's facilities?

How accessible is the school environment?

- We have accessible entrances to all doors to school. Although some classroom doors have a slight up-step, these are highlighted for any children who struggle with their eyesight and an alternative entrance at the end of corridors is available for wheelchair access. We do have steps at parts of our perimeter, however ramp access is available at all points.
- School has clearly sign posted fire procedures and completes practice drills. Personal Emergency Evacuation Plans (PEEPs) are put in place for identified pupils following discussion with staff and parents as necessary.
- Our School Accessibility Plan includes further details regarding our access arrangements for disabled pupils and how we comply with educational legislation.

What activities are available for children with special educational needs in addition to the curriculum?

How will children with SEND be included in activities outside the classroom, including trips?

Will the child be able to access all activities of the school and how will school assist them to do so?

- School has an inclusive ethos and approach so that the whole curriculum is accessible for all children. School will also review on a case by case basis to make any necessary accommodation, alterations or risk assessments. Safeguarding procedures are well embedded, and adhered to by all staff, to ensure that all pupils, visitors and staff are in a safe, welcoming environment.
- The necessary support is provided within the classroom, through adult support, adaptive teaching or peer support, in order for children to access the curriculum. This also includes support and provision within PE lessons.
- Children with Irlen Syndrome will be provided with the relevant overlays or coloured exercise books.
- Extra-curricular clubs are open to all children. Many of these clubs are run by school staff, who know the children and have expertise in SEND. If the club is run by an outside organisation, they are advised about any necessary modifications or accommodations. All coaches are highly experienced and usually teach within the school so have good relationships with all pupils.

- Prior to visiting a venue for a school trip or visit, risk assessments are carried out, and, where possible, pre-visits by staff members. Accommodations will be made to ensure that all children can take part in learning outside of the classroom. Discussions take place with parents during the planning and preparation for these experiences.

Transition

How will school prepare and support a child joining our school, transferring to a new school or moving onto the next stage of education? What information will be provided to the new setting?

- School has a well-established transition programme for all pupils. When beginning school, in the Early Years Foundation Stage, transition nursery visits are arranged and transitional days within school are arranged for children to meet their teacher and peers by taking part in activities within their classroom. If necessary, the class teacher or SENDCo, will visit a child's current nursery setting to take part in a SENDCO review or transitional meeting and conduct a phone or face-to-face meeting with you as parents/carers.
- For those children who are preparing for secondary education, we regularly have events and taster sessions with our partner high school to familiarise students with the school site in Year 6. This includes open days and school visits, where children spend time in their perspective high school. Assessment and progress data, attendance and behavioural information, pastoral information (including social and emotion aspects) are collated and forwarded to the chosen high school to aid transition and minimise the impact of beginning a new school. This information is shared with the SENDCo of the secondary school for continuity for any SEND provision. If your child has an EHC Plan, the SENDCo of the chosen high school will be invited to attend the Annual Review Meeting, during the summer term, at the end of Year 6.
- Within school, class teachers prepare children for transition to new year groups, and into secondary school, through lessons, discussions and activities in PSHE lessons. At the end of each academic year, teachers carry out transitional meetings with the next year group teacher.
- For children transitioning from another primary school, a visit is encouraged so that they can view the school, and classroom, and also meet their teacher and peers. Opportunities to discuss concerns, regarding SEND, can take place during this visit with the relevant members of staff. For those children transitioning to a new primary school, the same information will be forwarded as is outlined above in regards to joining secondary education.
- Wesley Methodist Primary School continues to support children and families even after they have left the school.

Who can parents contact for further information?

Who can you contact within school and how should you make contact?

Where can you gain further information outside of school?

- If a parent is considering joining the school, they should contact the school office, where an appointment will be made to visit the school. Initial enquiries can be discussed during the visit. Parents, or carers, of children with SEND can contact the school's SENDCo, Mrs Mann, to discuss any concerns or queries they have with regarding all aspects of SEND. All discussions with staff, and school visits, can be arranged by phoning school on 0161 723 3416 or by emailing at office@wesley.epworthtrust.org.uk

- Parents, or carers, of children with additional needs or disabilities, who would like some support, can follow the link to Bury Directory where details can be found on a wide range of aspects, including information, advice and services available within the local authority.
<https://www.theburydirectory.co.uk/kb5/bury/directory/home.page> You can also access the Bury Local Offer here: What is the SEND Local offer - Bury Council
- For further information can be found in the Special Educational Needs and Disability Code of Practice, including more detail about the four broad areas of SEND and the steps involved in requesting an Educational Health Care Plan. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- We hope you are happy with the provision your child receives. However, if you ever have any concerns or complaints regarding SEND, these can be directed to the Headteacher – Mr R Jones, the Chair of Governors – Mr A Morrison or Bury Local Authority

Date: Autumn 2025

Review: Autumn 2026