

SEND Information Report for Chowbent Primary School

Introduction

Welcome to Chowbent Primary School's SEND Information Report. This report explains how we support pupils with special educational needs and disabilities (SEND) at our school.

We are a primary school in Wigan with 142 pupils aged 5-11. We are committed to providing an inclusive education where every child is valued and supported to reach their full potential.

This information report is updated annually and is published on our school website. It should be read alongside:

- Our SEND policy
- Wigan's Local Offer: [SEND Local Offer](#)

If you have any questions about the information in this report, or about your child's special educational needs, please contact:

- **Helen Macdonald, SENDCo** – via the school office
- **Your child's class teacher**

1. The kinds of SEND we provide for

At Chowbent Primary School, we currently support approximately 34 pupils (24% of our school population) with special educational needs. Of these, 5 pupils have Education, Health and Care Plans (EHCPs).

We provide support for pupils across all four broad areas of need identified in the SEND Code of Practice:

Communication and Interaction

This includes pupils with:

- Speech, language and communication needs (SLCN)
- Autism Spectrum Disorder (ASD)
- Difficulties with social interaction

Common needs in our school: Speech and language difficulties are one of the most common areas of need at Chowbent Primary School.

Cognition and Learning

This includes pupils with:

- Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Difficulties with memory, processing or understanding

Common needs in our school: Cognition and learning difficulties are a significant area of need at our school.

Social, Emotional and Mental Health

This includes pupils with:

- Anxiety, depression or other mental health needs
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment difficulties
- Behavioural difficulties

Common needs in our school: Social and emotional needs are one of the most common areas of need at Chowbent Primary School.

Sensory and/or Physical Needs

This includes pupils with:

- Visual impairment (VI)
- Hearing impairment (HI)
- Physical disabilities
- Sensory processing difficulties

We also support pupils with medical conditions that may impact on their learning.

2. How we identify children who may have SEND

We use a range of methods to identify pupils who may have special educational needs:

Assessment and Monitoring

- Baseline assessments when pupils join the school
- Regular formative and summative assessments in class

- Tracking of pupil progress against age-related expectations
- Teacher observations and concerns
- Analysis of assessment data

Information from Others

- Concerns raised by parents/carers
- Information from previous settings (e.g., nursery, previous schools)
- Reports from external professionals (e.g., speech and language therapists, educational psychologists)
- Pupil voice – listening to what children tell us

Early Identification

We believe early identification is crucial. If we have concerns about a pupil's progress, we will:

1. Discuss our concerns with parents
2. Put in place additional support and monitor progress
3. Seek advice from our SENDCo, Helen Macdonald
4. Consider whether a referral to external agencies is needed

If you have concerns about your child, please speak to:

- Your child's class teacher
- Helen Macdonald (SENDCo) – contact via the school office

3. How we consult with parents and involve them in their child's education

We believe that parents know their children best and are essential partners in supporting their child's learning. We work in partnership with parents by:

Regular Communication

- Termly meetings to review your child's progress and provision
- Regular informal updates from your child's class teacher
- Home-school communication books where appropriate
- Phone calls or emails to keep you informed

Involving You in Decisions

- Discussing your child's needs and the support we will provide
- Asking for your views and listening to your concerns
- Involving you in setting targets and reviewing progress
- Seeking your consent before making referrals to external agencies

Providing Information

- Clear information about the support available at school
- Signposting to external support services
- Information about Wigan's Local Offer
- Access to our SEND policy and information report

Annual Reviews (for pupils with EHCPs)

- Inviting you to annual review meetings
- Ensuring your views are central to the review process
- Planning together for your child's future

How to raise a concern: If you have concerns about your child, please contact:

1. Your child's class teacher
2. Helen Macdonald (SENDCo) – via the school office
3. The headteacher

We aim to respond to all concerns promptly and work with you to find solutions.

4. How we consult with pupils and involve them in their education

We believe it is important to listen to pupils and involve them in decisions about their learning. We do this by:

Pupil Voice

- Talking to pupils about what helps them learn
- Asking pupils about their views on the support they receive
- Involving pupils in setting their own targets (where appropriate)
- Using pupil-friendly formats for support plans

Pupil Participation

- Inviting pupils to input into reviews, and meetings (where appropriate)
 - Encouraging pupils to share their views during reviews
 - Ensuring pupils know who they can talk to if they need help
 - Celebrating pupils' achievements and progress
-

5. How we assess and review pupils' progress

Quality First Teaching

All pupils, including those with SEND, receive high-quality teaching that is differentiated to meet their needs. Class teachers are responsible for the progress of all pupils in their class.

The Graduated Approach: Assess, Plan, Do, Review

For pupils with SEND, we follow a four-part cycle:

Assess

- We analyse the pupil's needs using teacher assessment, observations, and external advice where appropriate
- We consider the views of parents and the pupil

Plan

- We agree the support and interventions to be provided
- We set clear outcomes and review dates
- We share information with all staff working with the pupil

Do

- The class teacher delivers Quality First Teaching
- Learning Mentor, Teaching assistants and HLTAs deliver targeted interventions
- We monitor the pupil's response to support

Review

- We review progress at least termly
- We evaluate the impact of support and interventions
- We revise the support in light of progress

- We involve parents and pupils in the review

Tracking Progress

- We track the progress of all pupils, including those with SEND, through regular assessments
- We compare progress against age-related expectations and individual targets
- We analyse data to identify pupils who may need additional support

Annual Reviews (for pupils with EHCPs)

- We hold an annual review meeting at least once a year
- We invite parents, the pupil, and all relevant professionals
- We review progress towards EHCP outcomes
- We plan for the year ahead and any transitions

6. Our approach to teaching pupils with SEND

Quality First Teaching

High-quality teaching is the foundation of our approach to supporting pupils with SEND. All our teachers:

- Have high expectations for all pupils
- Use a range of teaching strategies to meet different learning needs
- Differentiate tasks, resources and outcomes
- Use visual aids, concrete resources and technology to support learning
- Provide scaffolding and modelling
- Give regular feedback to help pupils improve
- Create an inclusive classroom environment

Targeted Interventions

Where pupils need additional support beyond Quality First Teaching, we provide targeted interventions. These include:

Literacy Interventions:

- **Sounds Write** – a systematic phonics programme for pupils with reading and spelling difficulties

- Small group reading support
- One-to-one reading sessions

Numeracy Interventions:

- **Maths Recovery** – for pupils who need additional support with mathematical concepts and skills
- Small group maths support
- Use of concrete resources and visual aids

Speech and Language Support:

- Programmes designed by speech and language therapists
- Delivered by trained teaching assistants
- Focus on vocabulary, understanding, and expressive language

Occupational Therapy (OT) Programmes:

- For pupils with sensory, motor or coordination difficulties
- Programmes designed by occupational therapists
- Delivered by trained teaching assistants

Social and Emotional Support:

- Nurture activities in our dedicated intervention room
- Emotional regulation strategies
- Social skills groups
- Support for pupils with anxiety or other mental health needs

Tutoring:

- Small group or one-to-one support in core subjects
- Focused on closing gaps in learning

Who Delivers Support?

- **Class teachers** are responsible for all pupils in their class, including those with SEND
- **Learning Mentor, Teaching assistants and Higher Level Teaching Assistants (HLTAs)** deliver interventions and provide in-class support
- **Helen Macdonald (SENDCo)** coordinates provision and provides advice to staff

- **External specialists** provide assessments, advice and programmes (e.g., speech and language therapists, educational psychologists)
-

7. How we adapt the curriculum and learning environment

We make adaptations to ensure all pupils can access the curriculum and school life:

Curriculum Adaptations

- Differentiated tasks and resources
- Additional time to complete tasks
- Pre-teaching of key vocabulary or concepts
- Use of visual aids, symbols and concrete resources
- Simplified instructions and step-by-step guidance
- Access to technology (e.g., laptops, tablets, assistive software)
- Alternative ways to record work (e.g., scribing, voice recording)

Learning Environment

- **Dedicated intervention room** for small group work and nurture activities
- Visual timetables and prompts in classrooms
- Quiet spaces for pupils who need time to regulate
- Sensory resources (e.g., fidget tools, weighted items)
- Adjustments to seating arrangements
- Access to specialist equipment where needed

Inclusion in School Life

- All pupils with SEND are included in school trips, clubs and events
 - We make reasonable adjustments to ensure pupils with disabilities can participate
 - We provide additional support where needed (e.g., extra adults, risk assessments, pre-visits)
-

8. Additional support available

Specialist Staff

While we don't have specialist staff employed directly by the school, we have:

- **A Learning Mentor, Teaching assistants and HLTAs** who are trained to deliver specific interventions and support pupils with SEND
- Access to external specialists through referrals (see below)

External Agencies

We work closely with a range of external agencies to provide specialist support:

- **Educational Psychology Service** – for assessments, advice and strategies for pupils with complex needs
- **Speech and Language Therapy (SALT)** – for assessment and programmes for pupils with communication difficulties
- **Child and Adolescent Mental Health Services (CAMHS)** – for pupils with mental health needs
- **Occupational Therapy Services** – for pupils with sensory, motor or coordination difficulties
- **Wigan Targeted Educational Support Service (TESS)** – for specialist advice on specific needs such as autism or sensory impairment

We make referrals to these services with parental consent and work collaboratively to implement their recommendations.

Wigan's Local Offer

Wigan Council provides a Local Offer which sets out the support available for children and young people with SEND in the local area. You can access the Local Offer here [SEND Local Offer](#)

The Local Offer includes information about:

- Education, health and social care services
- Support for families
- Activities and short breaks
- Preparing for adulthood

SEND Team Contact

If you need to contact Wigan's SEND team: **Wigan Life Centre (South)**

College Avenue

Wigan

WN1 1NJ

9. How we support pupils' wellbeing

We recognise that some pupils with SEND may experience difficulties with social, emotional and mental health. We support pupils' wellbeing through:

Pastoral Support

- A nurturing, inclusive school environment
- Positive relationships between staff and pupils
- Regular check-ins with pupils who need additional support
- Access to trusted adults

Dedicated Spaces

- Our **intervention room** is used for nurture activities and provides a calm space for pupils who need time to regulate their emotions

Social and Emotional Programmes

- Social skills groups
- Emotional literacy programmes
- Strategies for managing anxiety and emotions
- Support for pupils experiencing difficulties at home or school

Mental Health Support

- Referrals to CAMHS where appropriate
- Liaison with school nurses and other health professionals
- Support plans for pupils with mental health needs

Behaviour Support

- Our behaviour policy takes account of SEND
- We use positive behaviour strategies

- We work with pupils and parents to understand the reasons behind behaviour
- We provide support to help pupils manage their behaviour

Anti-Bullying

- We have a clear anti-bullying policy
 - We promote positive attitudes towards pupils with SEND
 - We take all reports of bullying seriously and act quickly
 - We provide support for pupils who experience bullying
-

10. How we support transitions

We recognise that transitions can be particularly challenging for pupils with SEND. We provide additional support to ensure transitions are as smooth as possible.