



SEN Information Report

July 2025

Waddington and West Bradford CE (Aided) School

SENCO: Mrs Kate Taylor

Contact: 01200 422915 or via bursar@wwb.lancs.sch.uk



The kinds of SEND we provide for.

Waddington and west Bradford CE School is a mainstream primary school providing education for pupils from 3-11 years old.

We provide for all kinds of additional needs which are grouped into the 4 areas of need identified in the SEN Code of Practice.

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be due to difficulties saying what they want to say, understanding what is being said to them or because they do not understand or use social rules of communication. This includes children with Autistic Spectrum Conditions.

Cognition and learning

Some children learn at a slower pace than their peers even when the curriculum is adapted. The cognition and learning area of need includes children with Specific Learning Difficulties (SpLD) e.g. dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties. Children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

These include vision impairment (VI) and hearing impairment (HI) Some children with a physical disability (PD) require ongoing support and equipment to enable them to access all the opportunities available to their peers.

Applications for admission to the school for September 2026 should be made on-line between 1st September 2024 and 15th January 2026. It is not normally possible to change the order of your preferences for schools after the closing date.

Parents must complete their home Local Authority application form, stating three preferences. Residents can apply online at <https://www.lancashire.gov.uk/children-education-families/schools/apply-for-a-school-place/> For families who are unable to apply online, application forms can be requested from, and returned to, the school or appropriate area office, the address of which is available at the school. All parents returning application forms to school must receive a receipt of submission. Parents who wish their application to this Church school to be considered against the faith

criteria must also complete the Supplementary Form. If the school is oversubscribed, a failure to complete the Supplementary Form will result in your application for a place in this school being considered against lower priority criteria as the Governing Board will have no information upon which to assess the worship attendance.

In Year Admissions are admissions to school that take place outside the normal admissions rounds (i.e. Reception and Year 7) If you are new to the area and require a school place or if you already reside in the area and you want to move your child from their current local school to our school, your application should be made directly to our school and the child will be admitted where there are available places. To apply for a place, complete our In-Year Admissions form, and return to: bursar@wwb.lancs.sch.uk

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

We follow the graduated response set within the SEN Code of Practice 2014: [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Within the classroom all pupils have access to quality first teaching where teachers differentiate their planning to include different learning needs, teaching styles, pace of teaching, use of resources and ways of recording work. All pupils have access to a broad and balanced curriculum. Each class has some additional support from a teaching assistant.

Early identification of a child's specific needs is vital. Using observations, discussions, on-going assessments and tracking of pupil data the progress of all individual children enables class teachers to identify children in their class who may require additional support. In the first instance this support is an intervention programme or support in a one to one or small group situation as part of the quality first teaching.

If a need goes beyond this support, then an Individual Support Plan (ISP) is written. SMART targets are set which the pupil works towards. ISPS are reviewed termly and updated each term and shared with parents and carers. Class teachers and the SENDCO, alongside any external agencies work together to set targets and identify next steps in learning.

At Waddington and West Bradford CE School we liaise closely with parents and, where appropriate, outside agencies, for example, school nurse, occupational therapy, speech and language services, specialist teacher, educational psychologist, play therapist, Child Action North West (CANW), Children and Family Welfare Service (CFWS) is sought to ensure that planned intervention and support is put into place at the earliest opportunity. Specialist assessments are sought when needed and the advice from reports provided by outside agencies are included in ISPS and incorporated into classroom practice. Parents will be involved at each stage of this process and their permission sought. Our school operates an open-door policy

regarding any concerns a parent may have about their child and their progress in school.

If a pupil or their parent/carer thinks they have a special educational need, they should speak, in the first instance, to the class teacher. Arrangements will then be made to meet to discuss concerns and agree any necessary next steps including a meeting with the SENDCO.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

It is our practice that pupils are not generally informed they have a Special Educational Need unless they have a diagnosed specific need. We work with pupils to help them understand their individual needs and their targets. The contribution pupils make to school life and beyond is celebrated with individuals and with the whole school community. Our celebration Worship is a celebration of all pupils' successes.

Pupil voice is included on ISPS and Education and Health Care Plans (EHCP).

As part of teaching and learning class teachers discuss pupils' progress with them, discussing when they have achieved their targets and celebrating their success with praise, stickers, merit points and certificates.

Through whole school monitoring subject leaders listen to pupil voice, including those with SEN, and include these views in subject leader reports

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Working with parents and carers is a vital aspect in identifying and supporting pupils with SEND. They contribute to all aspects of the education for pupils who have SEND. Parents and carers receive copies of all ISPS and EHCP paperwork concerning their child beforehand and are invited to attend the review meetings where progress is shared and new targets set.

We keep parents informed in the following ways:

- There is a comprehensive school website.
- Weekly class and whole school newsletters.
- Two parents' evening a year.
- An annual report in the summer term. There is a form with the annual report for parents/carers to provide written feedback.
- Parental surveys are conducted and the feedback provided is discussed by staff and governors so that it can be acted on and appropriate change made.

- Open days are held regularly throughout the year. Parents are welcome to visit at any time to speak to the headteacher and can make an appointment at the school office

For children with long-term, complex needs, it may be appropriate to request a statutory assessment of their needs. This is a long and complex process but school will guide parents through each step.

Key school policies and other documents are available for from the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. translation, enlarged print or in audio format if requested.

If parents/carers require support completing forms this can be done by the class teacher, SENDCO, Head Teacher or bursar. School can also signpost parents and carers to any additional information, advice and guidance they may require. School informs parents of relevant information via the school website and newsletters.

How will the curriculum be matched to my child/young person's needs?

It is the responsibility of each class teacher to meet the additional needs of the pupils in their class. Experienced teaching assistants in each class work with the class teacher to support pupils in their learning and relationships with others. Where appropriate teaching assistants work 1:1 with pupils, deliver intervention programmes and support groups of pupils.

Quality first teaching is the aim of our school. Teachers adapt their teaching during lessons to respond to and meet the needs of pupils. Using daily ongoing and termly assessments pupils' needs are identified and discussed at regular pupil progress meetings. Using questioning, resources, support task and outcomes lessons are differentiated to further support pupils.

Where differentiation is not successful in enabling pupils to access the curriculum, further adaptations are made for example the use of computer programmes to record pupils' responses or incorporating the advice from other professionals.

SMART targets written in ISPs ensures that pupils can access the curriculum alongside their peers.

How accessible is the school environment?

The school comprises of an original Victorian building built in 1875 with extensions for additional classrooms added in the 1970's and 2008. Access to the school is via

steps at the main entrance, where there are handrails. and a path suitable for wheelchairs from the main car park, then through a classroom at the rear of the

school. The most recent classrooms have doors wide enough to enable wheelchair access. There are handrails on all indoor and outdoor stairs.

Appropriate adaptations are considered and made to classrooms when any new building work is proposed to aid environmental accessibility as necessary, for example ensuring windows have blinds to reduce glare for visually impaired children; arranging appropriate seating positions for hearing impaired children; adapting work areas to accommodate children with motor coordination difficulties.

Information is available on the school website and in regular school and class newsletters, available both electronically and as paper copies. Parents can request further support accessing information if required. There is a school information board outside near the main entrance.

For pupils using the school bus a member of staff is on duty to supervise pupils onto the bus at home time. Parking is at the front of school and along the road near to school. There is a car parking area for staff, and this can also be used for parents and visitors to the school who require disabled parking facilities.

Furniture in classrooms is modern and of an appropriate height for the age of the pupils.

We have a set of 30 laptops which all pupils can use. All classes have an interactive whiteboard There is access to a range of specialist ICT programmes to support pupils with their learning.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

School receives a sum of money to provide for the education of all pupils based on the number of pupils in the school. When funding is delegated to schools, they can spend it in the way they think is best.

All schools have a duty to identify, assess and make special educational provision for all children with SEND and the local authority has a duty to set out what schools are expected to provide from their delegated budget.

Some groups of pupils are allocated additional funding. Those pupils with the most complex needs may be allocated High Needs funding via an EHCP. This funding is then used to provide support for pupils with special educational needs and

disabilities through support from teaching assistants, specialist support from teachers from LCC, bought in support from external agencies such as play therapists

Pupils with an EHCP are provided with the support and resources identified in their EHCP.

Resources currently available to children with SEN include iPads to assist with recording written work, NESSY (a programme to support pupils with reading and spelling), WellComm (a toolkit providing screening and early support for pupils who are experiencing barriers to speech and language development).

Decisions about resources and support are made through discussions between class teachers, the SENDCO and the Headteacher.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Regular monitoring and assessment of pupil progress takes place in all classes to ensure all pupils access the whole curriculum. Support 1:1, the use of a scribe or a reader, timed breaks or additional time during assessments may be provided for pupils if appropriate.

Pupil progress is monitored using Target Tracker and then discussed in pupil progress meetings. We use PIVATS as a monitoring tool for pupils whose progress is in smaller steps.

At the beginning and end of the day class teachers are available to speak to parents/carers. If they are unable to meet to discuss then staff will phone parents. When appropriate home-school communication books are used to update parents on a daily basis and ensure regular dialogue between parents/carers and the class teacher.

To enable parents/carers to support their child with learning we hold regular information meetings to share how we teach key skills such as phonics, reading and maths. Our website has information that gives details of how learning is planned and how subjects are taught.

What training have the staff supporting children/young people with SEND had or may they have? What specialist services or expertise are available at or accessed by the school?

All staff are kept up to date with developments in best practice and are provided with the appropriate training. They share in-school expertise and work with visiting experts. Staff have received training in supporting pupils with dyslexia, autism, speech and

language and sensory needs. Training is provided through Lancashire County Council and the Inclusion Hub.

Specific training is planned as needs arise to contribute to professional development. Staff are trained in paediatric first aid, including managing the needs of pupils who have diabetes, asthma or have anaphylaxis and use an Epi-Pen.

All staff complete annual Child Protection Training and know the procedures for safeguarding. All student teachers and volunteers receive safeguarding training as part of their induction.

Speech and Language, Child Action North West (CANW) and Child Family Wellbeing Service (CFWS) come into school to work with individuals when a referral is made.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We have a well-established programme of transition between the different phases of education. Pupils joining in Pre-school and Reception are invited into school for come and play sessions and there is a parent meeting and a welcome booklet. Staff also make visits to nurseries and other settings prior to pupils joining.

In the summer term all children spend a morning in their next class with their new teacher and teaching assistant. Extra sessions can be arranged for pupils who may struggle with change.

Pupils moving to other year groups during the year are invited to come for a taster day.

Year 6 pupils visit their designated High School for taster sessions and High School teachers also visit our school to help ease the transition from Year 6 to Year 7. Some Year 7 pupils visit Year 6 pupils to discuss relevant issues.

Staff from the High School's pupils transition to work closely with staff from our school to identify potentially vulnerable children and offer them extra taster sessions at secondary school. All information, including SEND information and documentation is passed to a designated member of staff from the High School pupils are transferring to. Information is also transferred electronically via CPOMS, our online monitoring system.

How will my child/young person be included in activities outside the classroom, including school trips?

We offer a Breakfast Club before school and After School provision (Waddington After School Provision – WASP CLUB). There is a cost to parents and more information is available from the school office.

We offer a range of extra-curricular activities which are available to all pupils. Support for SEND pupils may be provided if appropriate. Clubs offered at lunchtime and after school include netball, football, quad kids, choir, art club.

Music lessons in keyboard and woodwind instruments are offered at a fee, where the cost is spread between the number of children learning the instrument. All pupils in Year 6 learn to play a brass instrument, taught by a specialist teacher from Lancashire Music Service.

Class teachers greet pupils at the start of each day to ensure a smooth start to the school day and discuss any issues with parents.

Children are supervised at playtimes by teachers and teaching assistants.

At lunchtimes we have a team of welfare staff working both in the dinner hall and in the playground. Where a need is identified on an EHCP a member of staff will support children to develop their play and social skills.

To enhance the curriculum trips and visits are organised for all pupils. Detailed risk assessments are completed by the class teacher. These are then submitted to the headteacher, who is the Educational Visits Co-ordinator for approval and confirmation that the trip can take place. Information in the risk assessment ensures the needs of SEND pupils is identified and catered for, which may involve additional staffing /resources.

Children in Year 6 have the opportunity to attend a residential holiday At Tower wood. Additional staffing will be allocated to support the needs of children with identified a SEND if necessary. The staff at the Tower Wood are fully informed of any additional needs.

To help pupils settle in and feel part of our school and family community all children in school are organised into 7 teams, each team representing a colour of the rainbow. There are pupils from Pre-school to Year 6 in each team and a member of staff is assigned to each team. Each half term everyone joins in their rainbow teams to take part in a variety of themed indoor and outdoor activities including drama, problem-solving tasks, art and craft and sport.

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

In addition to weekly Personal Social Health Education lessons for all pupils we have regular theme days that focus on these aspects and that link with national events, such as Internet Safety Day and Anti Bullying week. We recognise that pupils with SEND may be more vulnerable to bullying. The school anti-bullying policy is published on the school website.

Our Well-Being Warriors is a team of pupils who meet regularly and support others at playtimes and through planned events and activities. They have a box in school where pupils can post any worries they have. Any issues that arise are then discussed 1:1, in small groups or as a class as appropriate.

We have a trained member of staff who has responsibility for pupil well-being. They support the Well-Being Warriors and support pupils 1:1. We have a trained ELSA in school who works with small groups and individual pupils.

Staff keep fully up to date with current developments regarding Emotional Health and Wellbeing through information disseminated in staff meetings. Pupil well-being is a regular agenda item at staff meetings.

If an individual need is identified school will liaise with local agencies such as The Children and Family Welfare Service to provide support for families and their children. This support may be within the school or the home setting.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Termly pupil progress meetings take place to analyse the progress of pupils, with a focus on different groups including pupils with SEND.

The effectiveness of interventions is monitored by tracking children's progress and a decision is made to continue or to try another approach.

As part of the process of reviewing ISPs parents are informed of their child's progress against their SMART targets.

Staff carry out learning walks with a focus on SEND to monitor provision and progress.

A report, including SEND progress data, is presented to governors each term.

Pupil voice is considered, at ISPs and EHC review meetings.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

We work closely with health and social services, specialist teachers and organisations such as ADHD Northwest, Child and Family Well Being service. Parents can choose to approach the agencies directly or school will approach the necessary agencies on behalf of parents/carers for support and guidance in relation to the needs of individual children.

More information for support available to parents is available by following the link below

<https://www.lancashire.gov.uk/children-education-families/special-educationalneeds-and-disabilities/getting-help/>

We work with specialist teachers from Lancashire inclusion to support pupils who have an EHCP or who are undergoing an assessment.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the class teacher or headteacher. If the issue remains unresolved, the next step is to make a formal complaint.

Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the procedure

A copy of our complaints policy is available on the school website.

[Complaints procedure \(primarysite-prod-sorted.s3.amazonaws.com\)](http://primarysite-prod-sorted.s3.amazonaws.com)

Where can I find the contact details of support services for the parents of children/young people with SEND?

School recommends appropriate support to families on an individual basis. We signpost parents and carers to courses and activities that are of relevance in the local area.

Parents are informed of SEN information events that are hosted by Lancashire.

Information about SEND is available from Lancashire County Council Local Offer [Special educational needs and disabilities \(SEND\) - local offer - Lancashire County Council](#)

Lancashire Information Advice and Support for SEND

<https://www.lancssendas.org.uk/>

IPSEA: Offers free and independent legally based information, advice and support to help get the right education for children and young people with SEND.

<https://www.ipsea.org.uk>

Children and Family Well Being Service

CFWS - Lancashire Healthy Young People and Families Service
lancsyounpeoplefamilyservice.co.uk

Where can I find information on where the local authority's local offer is published?

Our contribution to the local offer is contained within this SEN information report.

Lancashire's County Council's Local Offer is available on our school website or by following this link: <http://www.lancashire.gov.uk/send>