



## Special Educational Needs and Disabilities (SEND) Information Report

Twelve Apostles RCPS



**SEND Governor:**

Mrs J. Lovett

**SENCO:**

Mrs. J. O'Boyle

Contact No. 01942 674312

**Pastoral Lead:**

Mrs. S. Stones

Last reviewed on: October 2025

Next review due by: October 2026



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# SEND Information Report

Dear Parents and Carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

We believe that the community of Twelve Apostles Primary School reflects and celebrates the diversity of God’s family. Our commitment is to the needs of **every** child. All children are valued as unique individuals and all will be given the best opportunities to achieve their full potential, including those who may face barriers to learning.

*“Since every person of whatever race, condition and age is endowed with human dignity they have an inalienable right to an education corresponding to their proper destiny and suited to their talents” Gravissimum Educationis.*

We want parents / carers to be fully informed about the support that is available to them so alongside this report please see the link to the local offer provided by Wigan LA.

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>



Welcome to the SEND Local Offer for Wigan



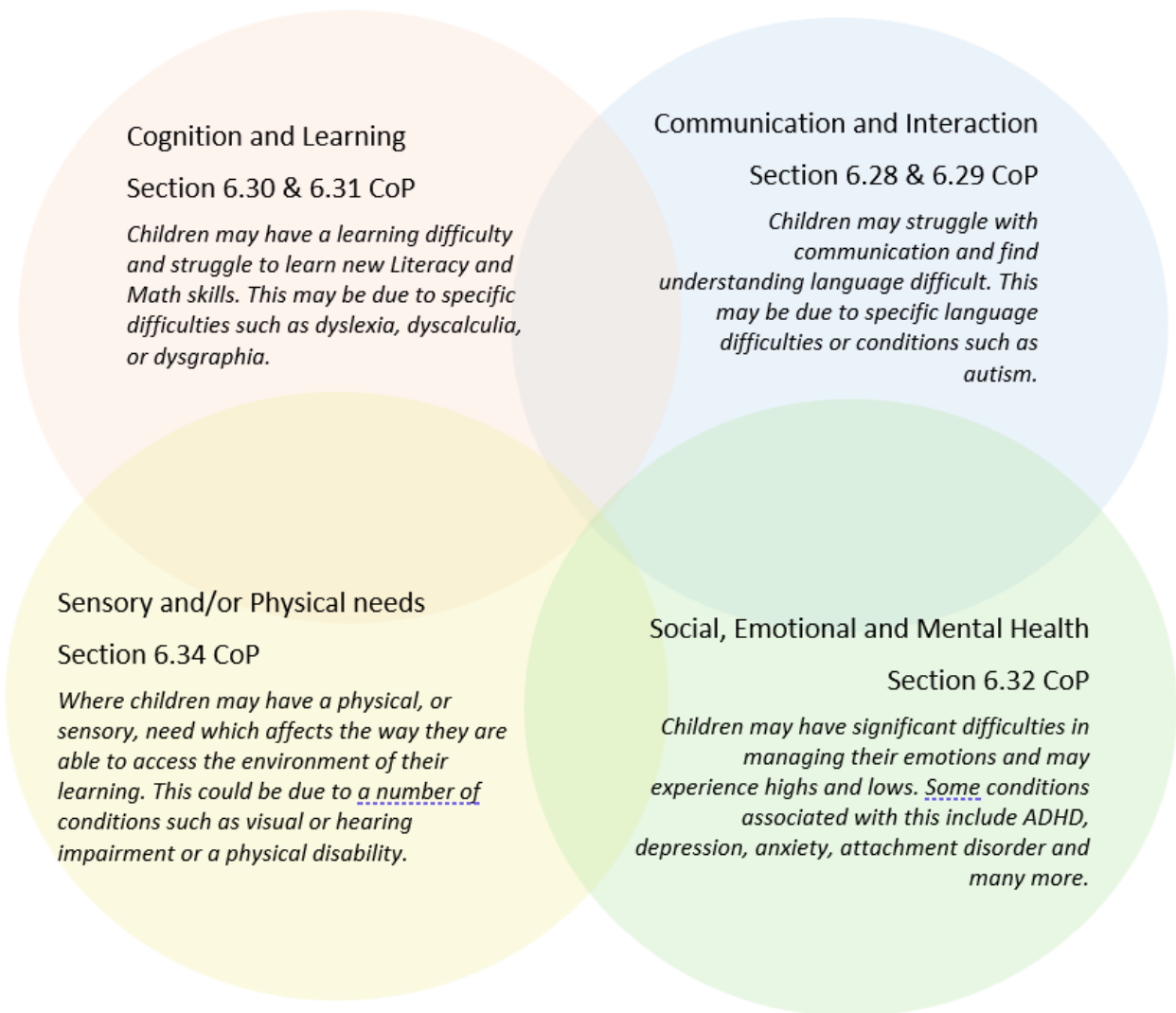
Latest news	Get involved	Directories of services
<p><b>News and updates</b></p> <p>View the latest news and information for children with SEND and their families in the Wigan Borough.</p> <p><b>Wigan PCF on Facebook</b></p> <p>Follow Wigan Parent Carer Forum on Facebook to find out about sessions, events and opportunities for parent carers of children with additional needs.</p>	<p><b>Events and opportunities</b></p> <p><b>Contact the SEND Team</b></p> <p><b>Give us your feedback</b></p> <p><b>Become a SEND Champion</b></p> <p><b>Join Wigan Parent Carer Forum</b></p> <p>An online community to provide a safe environment for parent carers to share information.</p> <p><b>Parent Carer Forum</b></p>	<p><b>Our Town Directory</b></p> <p>Find childcare options in Wigan Borough to meet your needs, and services for children with SEND.</p> <p><b>LINC2</b></p> <p>Find activities for young people and check out survival guide featuring advice from young people.</p>



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report. You can find our SEND policy on our website <https://www.twelveapostlesleigh.co.uk/> **Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child. More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)



## 2. Which staff will support my child, and what are their key responsibilities?



At Twelve Apostles Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs. Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

### Our Team

**SENCo:** Our SENCO is **Mrs. J O'Boyle**. She has over 15 years experience in this role and has worked as a class teacher in a number of year groups including: Year 6, Year 4 and Year 1. She is a qualified teacher and a qualified Trauma Informed Practitioner. She achieved the National Award for SEN Co-ordination in 2010. She also achieved the NPQH in 2020, and a level 7 PGCert for Specific Learning Difficulties in 2024.

**Pastoral Manager:** Our Pastoral Lead is **Mrs. S. Stones** She has over 17 years experience working in schools, beginning as a teaching assistant and later specialising in behaviour support for 10 years. She has also worked in pastoral roles for 9 years, supporting the social, emotional, and mental health needs of pupils. She is a qualified Trauma Informed Practitioner and a Designated Deputy Safeguarding Lead (DDSL), bringing a wealth of experience in supporting children and families through challenging circumstances.

**Trained Therapists:** **Ms, R Hancock** is an advanced practitioner in drawing and talking therapy and has achieved a level 5 in person centred counselling. She is currently studying towards a masters in Counselling Psychotherapy. Our second trained therapist is **Ms W, Henessey** she is a trained mindfulness therapist.

**Class Teachers:** All of our teachers receive in-house / external SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. In the last academic year this included: Rosenshine's Principles of Instruction and adaptive teaching , meeting the needs of autistic children delivered by TESS, De-escalation training and Positive Handling delivered by Safe Teach.

**Teaching Assistants (TAs)** We have a team of 14 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. In the last academic year, TAs have been trained in: Autism awareness, Working memory – how best to support children's learning, Sensory Circuits, SALT provision, TESS supporting children with SEMH, Safe Teach de-escalation training and Positive Handling delivered by Safe Teach.



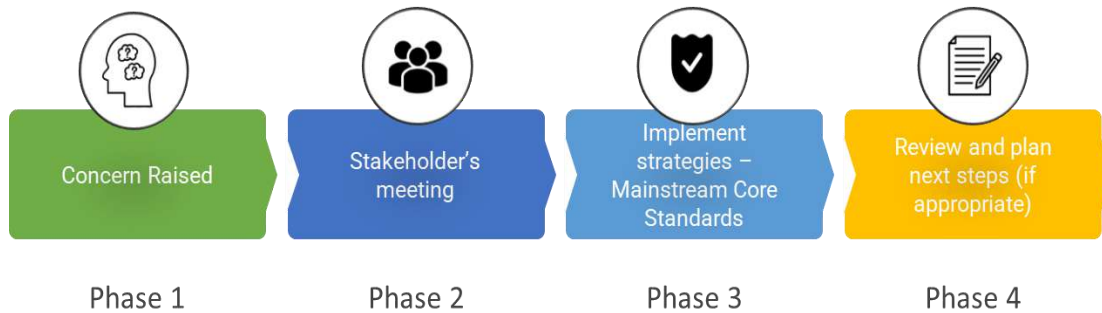
## External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services  
school link (N. Heath Jones)
- Educational psychologists (L. Arthur)
- TESS link teacher (E. Bamber)
- GPs or paediatricians
- Occupational therapists
- Therapeutic practitioners
- Behaviour support (TESS)
- Safeguarding services
- School Liaison Officer for attendance
- School nurses
- SEND TESS Manager (A, Hughes)
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation



## 3. What should I do if I think my child has SEND?

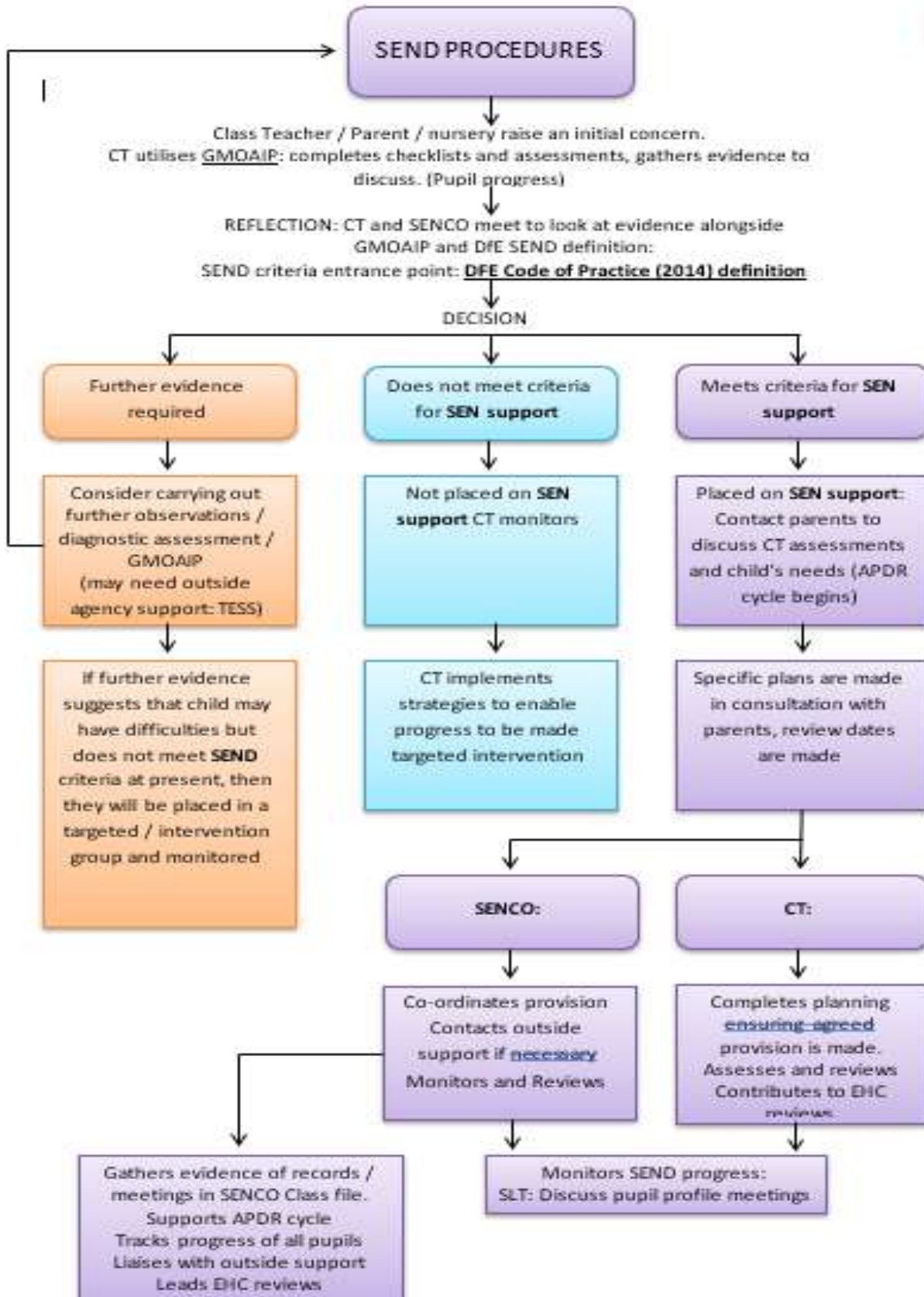


<p><b>Phase 1</b></p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>The first person to contact will be the class teacher.</p>
<p><b>Phase 2</b></p>	<p>The class teacher will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. The class teacher will complete the school’s <u>initial concerns</u> sheet to place on your child’s records and will consult the GMOAIP – this is a document provided by Greater Manchester which helps all class teachers support children within the classroom.</p>
<p><b>Phase 3</b></p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the GMOAIP. A copy of this can be found here: <a href="https://www.wigan.gov.uk/Business/Professionals/SEND/WGAT/Graduated-Approach.aspx">https://www.wigan.gov.uk/Business/Professionals/SEND/WGAT/Graduated-Approach.aspx</a> This will initiate the ‘Graduated Approach’ where support will be continually reviewed. See next page for more details.</p>
<p><b>Phase 4</b></p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school’s SEND record.</p> <p>They will receive additional support and an individual plan (APDR) and this will be reviewed using the assess, plan, do, review model.</p>



## 4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school. Please see the flowchart (below)



## 5. How will the school measure my child's progress?

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. The progress a child makes is discussed regularly with the Senior Leadership Team at Pupil Progress Meetings.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, the school will follow the graduated approach. We will follow the 'graduated approach' to meet your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**. Please see link to a video to explain this further:

<https://www.wigan.gov.uk/Business/Professionals/SEND/WGAT/Graduated-Approach.aspx>



<b>Assess</b>	If your child is not making the expected level of progress, we will collate information / assessments to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as possibly getting help from external professionals where necessary.
<b>Plan</b>	Together we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. This is called an APDR. We will make a record of this and share it with you and all relevant school staff.
<b>Do</b>	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
<b>Review</b>	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.



## 6. How will I be involved in decisions made about my child's education?

We will provide information on your child's progress at least three times annually.

A member of staff who knows your child well, usually the class teacher, will share the child's individual plan (APDR) This shows:

- Clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings:

- Contact your class teacher
- Contact Mrs. O'Boyle the SENCo
- Contact the Pastoral Lead Mrs. Stones.

To arrange an appointment please contact the school office on 01942 674312 or the person directly on Class dojo



## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil voice worksheet to prepare for the meeting and then share their ideas with confidence
- Represent at school council meetings



## 8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

We will consult with GMOAIP to utilise effective strategies and to ensure there is a quality first teaching and adaptations available to ensure all achieve.

These adaptations may include:

- Making reasonable adjustments – these will be detailed on your child's APDR
- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

### We may also provide the following interventions:

- Nurture Provision, Precision Monitoring, Daily Reading, Language /vocabulary group work, Pre teach / post teach, toe-by-toe, Socially Speaking, Hickey and ELKLAN.
- These interventions are part of our contribution to Wigan Council's local offer. <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>



## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term (APDRs)
- Reviewing their progress using B2 assessments - monitoring small steps of progress – tracking these to ensure progress is made
- Reviewing the impact of interventions – quantitative and qualitative evidence
- Using pupil feedback
- Monitoring by the SENCO / SLT
- Holding an annual review (if they have an education, health and care (EHC) plan)



## 10. How will the school ensure my child has appropriate resources?

The headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of need in the school. The headteacher and the SENCO, discuss all the information they have about SEND in the school. They then decide what resources/training and what support is needed alongside considering the budget required. All resources and support are reviewed regularly and changes made as needed.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.



## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

Our extra-curricular activities and school visits are available to all our pupils, including our breakfast club.

Pupils are encouraged to go on our school trips including our residential trip to Robinwood – reasonable adjustments will be made using our best endeavours to ensure this.

All pupils are encouraged to take part in extra curricular activities such as choir, after school sports clubs and lunchtime clubs.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included using our best endeavours to ensure this.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Our school adheres to all legal requirements regarding Special Educational Needs and Disabilities (SEND) and ensures that our admissions process is fully inclusive and fair, in keeping with our Catholic ethos of dignity, equality, and respect for every child. For further information please see the school's:

- Admissions policy
- Accessibility Plan

## 13. How does the school support pupils with disabilities?



We are committed to ensuring that all pupils, including those with disabilities, are fully included in every aspect of school life. Guided by our Catholic ethos, we promote the dignity and worth of every child, celebrating each as a unique individual created in the image of God.

We take active steps to prevent disabled pupils from being treated less favourably than others by ensuring equal access to learning, enrichment opportunities, and the physical environment. Staff receive regular training to understand and meet a range of needs, and we work closely with families and external agencies to provide appropriate adjustments and support.

Through these measures, we strive to create a welcoming, inclusive community where every child can flourish academically, socially, and spiritually

See Accessibility Plan and Equality Action Plan for further information:

<https://www.twelveapostlesleigh.co.uk/about-our-school/school-policies/>

## 14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Nurture Provision
- Trained Therapists: Drawing and Talking Therapy / Mindfulness
- Pupils with SEND are encouraged to be part of the school council giving agency and ownership
- Pupils with SEND are also encouraged to be part of all sporting clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by representing their views through Pupil Voice work
- Worry Monsters are in each key stage and the Ms Hancock checks these weekly and completes drop in sessions, when needed

We have a 'zero tolerance' approach to bullying. Please see anti bullying policy for further details:

➤ <https://www.twelveapostlesleigh.co.uk/about-our-school/school-policies/>



## 15. What support is in place for looked-after and previously looked-after children with SEND?



Mrs. O'Boyle is the designated teacher for looked after children. She works with our staff and liaises with the Wigan's Virtual Team to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and how their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## 16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Moving from nursery to primary:

- Pre-school meetings are held in the summer term (May/June) prior to your child beginning school in the September – this enables staff to learn more about a child's needs and for parents to provide any information they would like to share
- A home-school meeting may be organised in the September of the new academic year, with the parent / carer, child and the reception teacher, so that there is a further opportunity to discuss a child's needs
- A transition meeting is held between the nursery staff and the reception teacher/ SENCo so that information can be passed on and discussed in detail before your child begins school
- A meeting is held between the Local Authority Early Years Leader and / or the SENCO and the reception teacher, prior to a child beginning school so that any SEND information can be shared and provision is in place immediately





## Between years

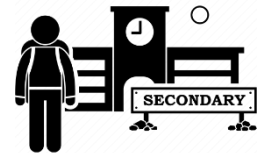
To help pupils with SEND be prepared for a new school year we:



- As each child begins a new class, a pupil profile meeting is completed between the existing teacher and the next teacher so that SEND children can be discussed in detail, to ensure there is a smooth transition and that the child's individual needs are shared
- A schedule of lessons is completed with the incoming teacher towards the end of the summer term
- Mrs. J O'Boyle meets with all the class teachers to discuss the needs of the children in their new class and to share and discuss APDRs and effective provision

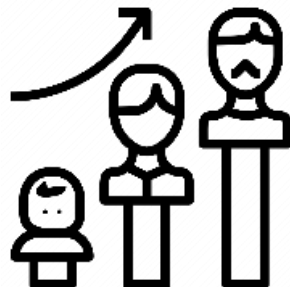
## Moving on ...

- As each child progresses to secondary school, the Year 6 teacher shares all relevant information with the Head of Year and the Pastoral lead of the chosen secondary school so that there is a smooth transition between schools and to ensure the child's individual needs are shared. The SENCo shares all the SEND information to ensure an effective transition.



- There are a number of occasions where the children visit their secondary school so that they are more confident when they begin the next stage of their education. The Pastoral Lead also completes a number of activities with the children to prepare them for the next stage in their education

Further visits to the child's secondary school can be arranged if needed, and meetings with the parent / teachers/ Pastoral Lead /SENCO can be made to share further relevant information as required and for parents to share any concerns/ worries they may have. For those children who join or leave school mid- year information will be shared via the transfer system and consultations with previous settings





## 17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Wigan's local offer. Wigan LA publishes information about the local offer on their website: <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation can be contacted: <https://wigansendiass.co.uk/>

Our Town Directory is another useful website for information and support: [Our Town Directory](#)

Wigan Parent/ carer forums have links to further information and support to families of pupils with SEND :

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

National charities that offer information and support to families of pupils with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

## 18. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy outlined in the Complaints policy

<https://www.twelveapostlesleigh.co.uk/about-our-school/school-policies/>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- > Admission
- > Exclusion
- > Provision of education and associated services



- Making reasonable adjustments, including the provision of auxiliary aids and services. Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 19. Supporting documents

For further information please see the school website and read this report along with the following policies:

- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*
- *Equality Policy and Equality Action Plan Objectives*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*





## 20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **APDR**- assess, plan, do, review
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages