



SEND Information Report – 2025-26



Name of School:	Wild Bank Primary School
Address:	Demesne Drive Stalybridge SK152PG
Telephone:	0161 303 7404
Email:	admin@wildbank.victoriousmat.org
Head Teacher:	Mrs Wales
Special Educational Needs Coordinator (SENDCO):	Ms E Hill
Age Range:	Nursery to Year 6 (3-11 years)
Last Ofsted Inspection:	June 2024
Outcome of Inspection:	Requires Improvement
Number of pupils with Special Educational Needs (SEND):	47
Number of children receiving additional support:	Total on SEND Register: 47 pupils –39% National Average – 12.1%

Tameside's [Local Offer](#) makes it easier for families to find out about the support that is available for children and young people with special educational needs (SEN), or who are disabled. All schools are expected to identify and support pupils with SEND, to make the best possible progress. Schools are supported by Tameside to be as inclusive as possible and wherever possible, the needs of pupils with a SEND are met in a mainstream setting, where families want this to happen. Schools have a duty to publish SEND information on their website which is updated every year.

1. What kind of special educational needs does the school provide for?

'A child is considered to have a special educational need when provision is made, that is different from, or additional to, the provision made available to all pupils'(SEND Code of Practice, 2015).

In line with the Equalities Act 2010, Wild Bank provides support for pupils within the four areas of special educational needs and disability identified in the [SEND Code of Practice 2015](#). These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

2. How does the school know if the child needs extra help and what should I do if I think my child may have special educational needs?

We recognise that children learn at different rates and that there are many factors affecting achievement.

Our graduated approach to assessing, planning, teaching and reviewing pupils' learning and progress ensures that teachers and staff are able to quickly identify areas of need for individuals who may need additional support. We aim to identify problems as early as possible and provide teaching and learning opportunities that enable each child to achieve their full potential. At Wild Bank, we regularly track pupil's progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are having difficulties.

We identify individual learner needs through a variety of means. These include:

- Discussions with parents/carers
- Discussions with previous teachers and other professionals (health visitors, key workers, doctors, school nurses, educational and clinical psychologists, speech and language therapists, occupational therapists, social workers, education welfare officers)
- Below-expected attainment in line with the National Curriculum end of year expectations
- Teacher observations, termly assessments and analysis of tests administered in school
- Screening tests/assessment tools (dyslexia, QB tests, Speech, Language and Communication Needs, phonics, reading, spelling and maths)

If a concern is raised, then class teachers would talk to you about your child's progress and suggest ways in which you could help at home. If you have a concern about your child, then you can talk to the class teacher regarding your concerns. If difficulties persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

3. How will both you and I know how my child is doing?

The 2015 SEND Code of Practice makes it clear that all teachers are teachers of pupils with SEND.

Our curriculum has been designed to provide engaging, relevant, and progressive learning experiences for our pupils. Our teachers are highly skilled in meeting the needs of all our pupils through appropriately differentiated learning tasks. This means the learning

challenges across the curriculum are adapted to meet pupils' differing abilities and can be achieved through:

- Different learning challenges
- Extending or reducing challenges
- Varying the amount of adult or peer support given to complete the challenge
- The way a learning challenge is delivered, completed, and achieved. (Visually-looking, practically-doing, orally-speaking, aurally-listening)
- Different resources to complete learning challenges
- Different outcome of the challenge.

Class teachers make regular informal and formal assessments of pupils' learning, in line with the National Curriculum guidelines, which build up a picture of individual strengths and highlight any areas of need.

We meet with parents and pupils once a term to review targets, discuss next steps and amend provision if necessary. Some pupils may require an Individual Education Plan (IEP), a copy of which will be sent home and reviewed termly. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCo if they have any concerns. Children with specific targets written from the Educational Psychologist or Speech and Language Therapist are reviewed as agreed by professionals. These are then shared with parents and with pupils at an age-appropriate level.

We believe a positive partnership between the school and parents/carers is essential for all pupils to reach their full potential and we welcome opportunities to support you and your child in this process.

4. How will the curriculum be matched to my child's needs?

At Wild Bank we strive to be a fully inclusive school where we meet the needs of all pupils through a creative, engaging, immersive and relevant curriculum, in line with the National Curriculum, 2014.

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We differentiate the curriculum accordingly and take into account ability and different ways in which pupils learn. We take into account recommendations from outside agencies when adapting teaching to meet specific needs.

All pupils have access to Quality-First Teaching (QFT) through a broad, balanced and immersive curriculum, which is appropriately differentiated to meet individual learner needs. This is achieved through:

- Highly skilled, creative teachers and well-trained support staff
- Appropriate learning challenges, incorporating the National Curriculum guidelines

- Differentiated learning challenges (see question 3)
- Multi-sensory approach to learning challenges
- Visual aids to support attention and listening skills, classroom organisation and language and concept development
- Reward charts
- Modelled language through repetition, emphasis and expansion
- More thinking time
- Writing slope boards, pencil grips and coloured overlays for reading
- Appropriate seating position
- Talk partners and peer support
- Early identification of needs through a graduated approach to teaching and learning
- Effective Accessibility, Anti-bullying, Relationships & Behaviour, Equalities, SEND & Inclusion, Teaching and Learning and Safeguarding policies.

If your child requires additional provision as a result of a special educational need, then the class teacher or SENDCo will meet with you to discuss the SEN Support your child will receive following our Graduated Approach Cycle (see question 6).

If your child has complex needs and/or a high level of need, then advice and support will be sought from other professionals such as: Speech and Language Therapists (SALT), doctors, paediatricians, Educational Psychologists (EP), Occupational Therapists (OT), social workers or the school nurse. If your child has an EHCP (Education, Health and Care Plan), then appropriate provision will be made in line with the specified outcomes identified in the plan. Recommendations from specialist services will be reviewed and will inform IEP's and future planning for that child.

Pupils with an EHCP will have an Annual Review, in addition to the school's regular reviews. A person-centred approach to the review will be used to work collaboratively with you and other professionals to discuss your child's strengths, progress, SEN support and to set new targets in line with the outcomes.

5. How will school staff support my child?

As a fully inclusive school, all our caring, dedicated and well-trained staff are fully committed to enabling your child to reach their full academic, personal and social potential.

All our pupils with SEND have a One Page Profile, which they are part of creating. One Page Profiles aim to bring together information about the child's strengths and qualities, what is important to them and preferences about how they would like to be supported in school. Parents/Carers are invited to participate in the production of the One Page Profile and to the provision that will help meet the outcomes. Parent/Carer views and aspirations are incorporated into the One Page Profile and all agreed information will be recorded on the One Page Profile. The One Page Profile will be shared with all adults who work with your

child, so that a common approach on how to support your child best, can be adopted with all adults working with them.

All classes across the school have access to Teaching Assistants (TAs), who are there to support the learning and development of our pupils, either directly or indirectly through supporting the class teacher. The class teacher will decide how the TA can best support your child, based on information gathered for the One Page Profile. This may be 1:1, small group support in class or out of class. Depending on your child's area of need, we offer a range of targeted interventions. We aim to keep pupils in class wherever possible; however, they may access some SEN support away from their classroom. The class teacher remains responsible for each child in the class. Regular meetings between all staff involved in supporting your child ensure information is shared, progression is monitored, and the effectiveness of the provision is reviewed and amended as necessary. Our aim is to provide enough support to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

The school's SENDCo, Ms Hill and Senior Leadership team oversee all additional provision made for our pupils. They regularly review the provision made for our pupils with additional needs by tracking and monitoring pupils' progress from their additional support. In-school data and regard to national guidelines of evidence-based interventions, inform decisions about the effectiveness of our SEND provision and which interventions are to be implemented.

The SENDCo monitors the impact of the support put in place and regularly reviews the school's 'Provision Map', which identifies how group interventions and individual support will be timetabled.

6. How is the decision made about what type and how much support my child will receive?

The area(s) of need and the level of need your child requires, will impact on the type and amount of support your child will receive. We have waves of intervention and additional support for pupils with special educational needs is expected to be delivered in three successive levels or 'waves'.

Wave 1 – 'Quality First' teaching, where good quality work and differentiated work suited to individuals, means that every child is included. The needs of all children are taken into account, with high expectations for them.

Wave 2 – More targeted at pupils with SEN specifically. This could be access to specialist resources within the school, such as social communication groups, identified interventions and some 1:1 support.

Wave 3 – Usually where an external specialist may be asked to advise on more specialised support, generally where a pupil has not progressed as well as expected with the current additional support. This forms the subsequent cycles of the graduated approach.

We adopt the Graduated Approach of ‘assess, plan, do, review’ to respond to individual learner needs and ensure the best possible outcomes.

Assess

Once an area(s) of need has been identified for your child, the class teacher, in collaboration with the SENDCo, will make detailed assessments which are carefully analysed. This will be built on teacher observations, informal and formal assessments and tests carried out in school, discussions with you and other professionals. Formal assessments may need to be made by outside agencies and professionals in order to give a more detailed picture of your child’s specific need(s). Consent from parents/carers will always be sought for external referrals as well as for any additional assessments that may be carried out in school.

Plan

With this detailed information and following discussions with parents/carers, the class teacher, in partnerships with the SENDCo will plan appropriate SEN support. This information will be recorded on the One Page Profile or Class Provision Map. These documents will be shared with key members of staff who will work with your child.

Do

The SEN support will be implemented for a specified amount of time.

Review

Outcomes and Pupil Progress will be reviewed termly by school staff. Parent meetings are held with parents/carers to feedback and seek your views. Any changes to the provision will be made as necessary, in collaboration with you and new outcomes will be set as needed. All support is monitored and reviewed regularly to ensure that there is a positive impact on children’s learning and development.

If your child presents with complex needs and/or needs a high level of support in school then a request for an assessment for an Education Health Care Plan (EHCP) can be made by the SENDCo to the Local Authority. For more information about this process please see Tameside’s [Local Offer](#).

7. How will my child be included in activities outside the classroom including physical activities and school trips?

Our aim is for all pupils to be included in all areas of the curriculum, the school grounds and school activities. Through Quality-First Teaching (QFT), teachers will differentiate these learning experiences to include all pupils irrespective of any disability or medical condition.

Risk assessments are carried out for any trips or activities that take place away from school and this will include ensuring accessibility for all pupils and any additional resources or measures are implemented regarding transport, availability of medicines and support during the trip or activity.

Risk assessments are also made for individuals if it is felt reasonable adjustments are needed to support a pupil's access to the curriculum, social activities, physical activities or to ensure their safety and that of others in school.

8. What support will there be for my child's overall wellbeing?

We strive to be a fully inclusive school where the whole school community shares a belief in equality for all pupils and staff in line with the Equalities Act 2010. We aim to create a level of supportive energy and commitment from everyone, for everyone where we intentionally plan for the success of our pupils.

Our Behaviour and Anti-bullying policies set high expectations for positive relationships between staff and pupils, between pupils themselves and identify clear boundaries for behaviour in and around school. We aim to ensure any incidents of bullying or discrimination are dealt with immediately and effectively. We encourage our pupils to be proactive about reporting any incidents regarding themselves or their peers. We incorporate opportunities within our curriculum to discuss these issues with whole classes or within small groups. Miss Hadfield, Pastoral Lead is readily available along with class teachers and teaching assistants to support children should they wish to discuss a problem they are facing or for some time to relax, regulate their emotions and regroup.

Where pupils are found to have needs around emotional and social development, provision is put into place to support (e.g. social communication groups, anger management, mindfulness, circle time) and progress is monitored. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school. We have a safeguarding policy and all staff are regularly trained in looking for signs which indicate a concern.

We encourage staff to be vigilant in monitoring any changes in individual behaviour reporting these observations to Mrs Wales (Head Teacher and Designated Safeguarding Lead), Mrs Abraham (Deputy Head and Deputy DSL) or Miss Hadfield

(Deputy DSL), so we can ensure timely support for our pupils' physical and emotional wellbeing. Pastoral support and guidance is available from our Inclusion team, Miss Hadfield (Pastoral lead), Mrs Wales (Designated Safeguarding Lead) and Ms Hill (SENDCo), for our pupils with social, emotional and mental health needs.

Following the COVID-19 pandemic, our staff are aware of the social, emotional and academic issues pupils and families may have faced during this difficult time. We have ensured that we emphasise the importance of mental health and well-being to help our pupils feel physically and emotionally safe in school and to reconnect with friends, teachers and the wider school community.

We have an active School Council who meet regularly to discuss issues that are important to our pupils. Each year, two pupils from each class are voted in to the School Council by their classmates, and all pupils can express their voice on key issues, which the Student Representatives takes to the Council meetings. This enables pupils to feel valued and be active members of our school community. We encourage and support all pupils to have the opportunity to represent their class on the Student Council.

9. What specialist services and expertise are available at or accessed by the school?

As part of Tameside's Local Authority, we can access outside support from a range of agencies and other professionals, where there is clear evidence of need in school. These are:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Educational Psychologist (EP)
- School nurse
- Social workers
- Healthy Young Minds (HYM)/ Social Emotional and Mental Health Service (SEMHS)
- Communication Language & Autistic Spectrum Support (CLASS)
- Specific Learning Difficulty (SpLD)
- Sensory Support Team
- Tameside School's Outreach Support (TSOS)
- Education Welfare Service (EWS)
- Tameside Families Together (TFT)

Tameside's Special Educational Needs Advisory Team offer support and advice to schools for all areas of SEND. For more information on Tameside's services, please see their [Local Offer](#).

10. What training have the staff supporting children with SEN had?

Our staff are well-informed and well-trained to support many areas of needs within the four areas of SEND. Training and Career Professional Development (CPD) is a priority at Wild Bank.

Training is either provided as a whole school or for key staff members. Training has included:

- Relational Inclusion
- First Class Phonics
- 5 Minute Box – Maths and English
- Anger Management
- Better Reading Partners (BRP)
- Drawing and Talking Therapy
- Lego Therapy
- Mental Health First Aid
- WELLCOM
- Motor Skills United

We ensure that additional training is provided wherever necessary, so all staff are well-equipped to remove barrier to learning. The school's SENDCo offers optional, informal training and advice throughout the school year to all staff, who are able to drop into these sessions as needed.

The school's SENDCo is responsible for overseeing the provision and support with SEND. They are also responsible for knowing all current information regarding best practice for pupils with SEND, in addition to regularly attending meetings and courses within Tameside.

11. How accessible is the school environment?

Wild Bank is a one-level school and is wheel-chair accessible, in line with the Equalities Act 2010. Access to the main building is available through the main entrance.

We ensure reasonable adjustments are made for the needs of the pupils, which includes specialist equipment for pupils hearing or visual impairments, mobility difficulties, motor coordination difficulties or poor hand/eye coordination. Our Accessibility Plan is available on the school website and is anticipatory; thought is given in advance to what disabled children, young people, parents/carers and staff might require and what adjustments might need to be made to prevent any disadvantage, with regards to financial, design and practical constraints. Where special provisions are required for tests (scribe, extra time), we accommodate these in school. We also have sensory support tools for children that require them (fidget toys, ear defenders and special seats). Specialist advice can be sought from Tameside SENDIASS regarding reasonable adjustments for an individual's specific needs.

Our inclusive values, the Behaviour policy, Anti-bullying policy, the PSHE curriculum and an effective Pupil Council ensure disabled pupils are not treated negatively.

12. How are parents and young people themselves involved in the school?

Our pupils and their families are at the heart of everything we do at Wild Bank and as such we seek and encourage their views and feelings about their school environment, learning and activities.

We have an effective and active School Council who regularly meet to discuss issues that are important to our pupils. We aim to re-establish our PTA to support our school, meeting regularly and arranging events, which will raise valuable funds for enriching our pupils' learning and social experiences.

Through our inclusive, Quality-First Teaching (QFT) teachers develop pupils' understanding of how they learn best as an individual and support them in recognising strategies and resources that will help them.

At Wild Bank we believe positive partnerships between parents/carers and school is essential for all pupils to achieve their full potential. We value your views and input in your child's education and development. Parent/Carers are always welcome and are actively encouraged to arrange meetings with class teachers, the SENDCo and the Inclusion team to discuss their child's support and progress at any point throughout the year.

We hold parents' evenings in the Autumn, Spring and Summer terms and provide a comprehensive written report in the Summer Term. Additionally, we hold Person Centred Planning (PCP) meetings termly for those pupils with additional or significant educational needs. These can be held with the class teacher, SENDCo or both.

13. Who can I contact for further information?

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. If necessary, they would direct you to the school's SENDCO (Ms Hill), who would be able to provide more detailed information for you. The Head Teacher (Mrs Wales) can be contacted via the school office and a meeting can be arranged.

We trust both you and your child will be happy, safe, engaged and well-supported at Wild Bank; however, if you have a complaint please see the information listed on the school website for the complaints' procedure.

For more information about Tameside's services, please see their [Local Offer](#).

14. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

Parents/Carers of children starting Wild Bank Nursery and Reception, along with children transferring from other schools, are encouraged to visit the school with their child prior to starting in order to meet staff, find out more about our school and ensure a positive start to school life at Wild Bank. Tameside's school admissions policy is available on our school website for further information about the details of admissions for all pupils, including disabled children.

Transition and key year groups hold meetings for parents/carers to share important information. This includes:

- Nursery Transition
- EYFS Reception Transition
- Year 6 Transition to Year 7

In July each year, the whole school holds a moving-up day where pupils spend time with their new class teachers and teaching assistants. This is a wonderful opportunity for teachers and pupils to get to know each other and ease transition into new classes and year groups. In addition, teachers hold transition meetings for the teachers to get to know their class and discuss what has worked well and learn about the varied provisions that will be in place for each child.

For pupils who find transitions particularly difficult, an individualised programme is put into place with key members of staff who spend more time with the child and provide them with successful strategies that will help ease the transition process. We have found this personalised approach particularly effective, and the positive outcomes are evident to teachers, parents/carers and above all, our pupils. We also offer support for parents with online applications to high school and to discuss their options.

We have a highly successful and well-established transition programme for our Year 6 pupils transferring to our local high schools. We liaise closely with members of staff at C o p l e y A c a d e m y , Longdendale, Denton Community College, Blue Coat, West Hill High.

For pupils with complex needs and/or high level needs who have an EHCP, the Inclusion Team support the transition to high school, with additional transition days where required.

For more information, please see Tameside's [Local Offer](#)

15. What other support is available?

Tameside's SEND Information Advice and Support Service ([SENDIASS](#)) can provide information, advice and support regarding any aspect of SEND.

Telephone: 0161 342 3383

Email: sendiass@tameside.gov.uk

To find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Tameside Service Directory please go to <https://www.tameside.gov.uk/Tameside-Service-Information-Directory> or contact the Family Information Service:

Telephone: 0161 342 4260

Email: sid@tameside.gov.uk

