



SEND Information Report – Summer 2025

Welcome to Willow Grove Primary School's Special Educational Needs and Disabilities (SEND) Information Report. This report outlines how we support children with SEND, in compliance with our statutory duty under the Children and Families Act 2014 and the SEND Code of Practice (2015). It is updated annually to reflect our ongoing commitment to inclusive education and the needs of our community.

We are proud of our school and the collaborative work we do with pupils, parents/carers, staff, and external professionals to ensure that every child at Willow Grove thrives academically, socially, and emotionally. We value the input of all stakeholders and encourage feedback to help us shape and improve our provision.

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body or the proprietor's policy for pupils with SEND. This published information is updated annually.

There are a range of people at school that you can contact for help and support, some of whom are listed below:

Miss L. Glover (Headteacher and SENCo) headteacher@admin.willowgrove.wigan.sch.uk
Mrs P. Bolton (Deputy Headteacher/DSL) p.bolton@willowgroveprimary.org.uk

Mr J.Carr (Assistant Headteacher/DSL) j.carr@willowgroveprimary.org.uk

Mrs S. Latham (Pastoral Care Lead/DSL) s.latham@willowgroveprimary.org.uk

Mrs J. Woods (Chair of Governors and Safeguarding Link Governor)

Mrs G. Leadbetter Simms (SEND Governor)

If you have specific questions about the SEND Local Offer for Wigan please look at [SEND Local Offer](#)

Alternatively, in the first instance, if you think that your child may have a Special Educational Need (SEN) in addition to their Social, Emotional and Mental Health needs (SEMH) please speak to their class teacher.

The Willow Grove Approach:

Willow Grove Primary School is a 72-place specialist provision delivering an education to children with an Education, Health and Care Plan (EHCP) that identifies the primary area of need as SEMH (Social, Emotional and Mental Health). We also work to meet need additional to the primary need, such as associated learning difficulties or needs linked to Autistic Spectrum Condition, Pathological Demand Avoidance (PDA) and genetic

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conditions which may impact on behaviour.

We also support children with attachment and trauma related challenges who find relationships difficult. Often children at Willow Grove have been excluded from their previous settings, may have missed large parts of their education, and as a result, require additional support to make progress in their learning.

As an attachment aware and trauma informed school, our curriculum reflects and prioritises the needs of our children in relation to social and emotional development that is often based in early years trauma. Willow Grove currently provides the National Curriculum through a themed, topic-based approach. We also have additional play and relationship curriculums which enhance our curriculum offer and support the needs of our children. Curriculum subjects are taught in class groupings and teaching is adapted to meet the needs of the children.

At Willow Grove, we follow a child-centred planning approach that aligns with the SEND Code of Practice (2015). This is grounded in **quality first teaching** and the **graduated approach of assess, plan, do, review**, ensuring that we identify and respond to needs early, providing the right level of support.

Graduated Approach – Assess, Plan, Do, Review and Greater Manchester Ordinarily Available Inclusive Practice (GMOAIP):

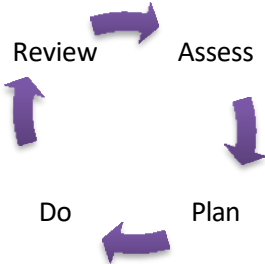
Assess: Initial assessments are led by class teachers and involve continuous formative and summative evaluations against national criteria. If concerns arise, teachers work with the SENCo to identify next steps within school via the GMOAIP, or through referrals to external agencies.

Plan: If additional or different provision is needed to meet a special education need other than SEMH, targeted interventions are planned and recorded by the class teacher in their class planning and assessment documents. Short-term SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets are set, recorded in an individual support plan and regularly reviewed, usually half-termly.

Do: Interventions are delivered by teachers, teaching assistants, or external professionals, as outlined in the individual support plan/Education Health and Care Plan (EHCP).

Review: Progress is monitored, and interventions are adjusted through termly reviews or more frequently if required. These are shared with parents during Parents’ Evenings or dedicated EHCP review meetings.

If your child is continuing to encounter significant difficulties after a period of intervention,



further support or external expertise may be requested. Additional support may come via a variety of external agencies, examples being, Targeted Education Support Service

(TESS), Educational Psychology Service (EPS), Speech and Language Services, and/or others.

If a pupil is still not making progress despite relevant action over time, then parents/carers or class teachers can discuss next steps with the SENCo or the SEND Team, these discussions can also form part of the EHCP Review process.

An overview of SEN Needs:

As a specialist setting, we deliver provision to meet the needs of learners with SEMH needs. However, in line with the SEND Code of Practice (2015), our provision covers all the following four broad areas. An overview of all four are provided below:

1. Social, Emotional, and Mental Health (SEMH):

Support for children experiencing mental health challenges such as anxiety, trauma or attention deficit hyperactivity disorder (ADHD). Our SEMH provision includes access to counselling sessions, trained trauma informed professionals, therapeutic support, and external services like CAMHS, TESS and EPS.

2. Communication and Interaction:

Support for children with Speech, Language, and Communication Needs (SLCN), including Autistic Spectrum Disorder (ASD), to develop essential communication skills.

3. Cognition and Learning:

We provide differentiated support for those with Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), or Specific Learning Difficulties (SpLD), including Dyslexia and Dyscalculia.

4. Sensory and/or Physical Needs:

Children with sensory impairments (e.g., Visual Impairments or Hearing Impairments) or physical disabilities receive specialist resources, adaptive equipment, and support to ensure equal access to the curriculum.

Context at Willow Grove

As of June 2025 100%, of our pupils have a finalised EHCP this is due to the nature of our provision being a specialist setting. 0% are categorised as SEN Support as they all have an EHCP.

	SEN Support	EHCP	SEN Support/EHCP combined
Willow Grove	0%	100%	100%

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National Average	13.6%	4.8%	18.4%
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At Willow Grove, 76% of our pupil's primary area of need is SEMH. 24% of our pupils have a primary area of need in either Communication and Interaction (C&I) or Cognition and Learning (C&L), with their secondary area of need being SEMH.

Co-producing with children and their parents/carers.

We believe that partnership with parents/carers is essential. We offer regular opportunities for parental involvement through open avenues of communication with staff, annual EHCP Reviews, regular Parents' Evenings, ADHD clinics, termly inclusion coffee mornings, and workshops designed to help parents better understand their child's needs. Parents are encouraged to engage with us and attend meetings to review their child's progress. Class DoJo and the school newsletter are also used as a communication tool to share information with parents/carers to further support their child's needs.

We are a supportive and inclusive, child-led setting. We always respond in accordance with the needs of the child. Support is provided on a needs-led basis, and we do not wait for a specific diagnosis to be made before any adjustments or adaptations are put into place.

A big focus is given to what the children enjoy within school and what they feel that they are good at. Every child is different, and we enjoy celebrating success as well as looking at things the children may find difficult and what they need to be supported with. Many of our children enjoy being active and creative. Our curriculum harnesses opportunities to allow children to move and use their imaginations.

Wherever possible we will gain 'the voice of the child' to consider how we can best support the children at Willow Grove. We do this in informal ways daily, we listen to what the children want and/or need, and we make reasonable adjustments to support and/or manage their requests/expectations. We also have more formal techniques to gain 'the voice of the child,' which is captured on termly reports from class teachers. We have an active school council who are consulted on a regular basis on a range of school issues. Children are regularly reminded that they can speak with the class school council representatives about issues they would like to be discussed at meetings.

We also ask children to complete a pupil questionnaire, half termly. Child's voice is also requested as part of the EHCP annual review process, during reintegration meetings and as part of the Personal Education Plan (PEP) process.

Involving parents and learners in the dialogue is central to our approach and we also do this through:

Action/Event	Who's involved	Frequency
Open door policy Appointments with staff	SENCo, Pastoral Care Lead, teaching staff, parents, and children.	Regularly and as needed.
SEND help and support via email contact.	SENCo, parents, external agencies.	Regularly and as needed
Parent's Evenings	Teachers, SENCo, Pastoral Care Lead and parents.	Twice per academic year

Written reports		
Inclusion coffee mornings/events at St. Lukes' Church	SENCo, SEND Governor, outside agencies, parents, and support staff.	Half termly
Parent Workshops	Teachers, outside agencies and parents.	Termly
Class Assemblies Celebration Assemblies	Teachers, children, and parents.	To be introduced in the academic year 2025/2026
Parenting Courses	Pastoral Care Lead, SENCo, parents and outside agencies.	As required by parents
Parent Workshops (SEND)	Via TESS, Early Help Hubs, and other external agencies.	Regularly and throughout the year, promoted via Class Dojo.
School Council Meetings	Miss Smith and School Council	Fortnightly
New starter welcome meetings	Headteacher	June and July 2025
Consortia meetings	Headteacher and external agencies.	Half-termly

Thank you to our parents who have provided feedback in relation to SEND provision at Willow Grove:

Staff deployment

Considerable thought, planning, and preparation goes into utilising staff to ensure children achieve the best outcomes. This includes for them to gain independence and are prepared for adulthood from the earliest possible age. Support staff are deployed depending on their skill set and the needs of the children that they will be working with.

Currently, we have 10 classes in school, supporting up to 8 children. Every class has a teacher and at least 2 teaching assistants. Sometimes there may be more adults in class, depending upon the needs of the children.

Staff at Willow Grove are regularly trained in the latest SEND strategies. All staff, including school leaders, class teachers, support staff and governors, receive regular SEND training. Our commitment to professional development ensures that staff are equipped with the necessary skills to meet the diverse needs of our pupils. We also conduct skills audits and provide tailored Continuing Professional Development to support ongoing improvement in all aspects of SEND provision.

School External Partnerships and Transition Plans

We are committed to early intervention and regularly involve external professionals to provide specialist advice and support, in line with the SEND Code of Practice's emphasis

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on multi-agency working. Agencies we collaborate with include:

- Educational Psychology Service (EPS)

- Targeted Education Support Service (TESS)
 - Community Paediatrics
 - Wigan Virtual School
 - Wigan SEN team
 - NHS Speech and Language Therapy Service
 - Wigan Family Welfare Service
 - CAMHS – Child and Adolescent Mental Health Service
 - Seedlings (under the CAMHS umbrella)
 - Mental Health Support Team (MHST)
 - School Health Service, including the School Nurse
 - Occupational Therapy
 - Early Help Hubs
 - The ADHD Foundation
 - St. Lukes church and other local churches
 - Wigan Attendance Team
 - School Improvement Services
 - NSPCC
 - Hope School Liverpool – Trauma and attachment specialists.
 - Barnardo's
 - Greater Manchester Police
 - The Brick Multi-Bank
 - Local secondary settings, including Oakfield, Newbridge, and Expanse.
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Parent/carer feedback

We often receive positive comments from our parents and carers in relation to our inclusive ethos as a school. Regular surveys will be sent out to parents and carers to enable us to gather your feedback and ideas.

We are here to help with any questions or concerns you may have. Your feedback helps us to develop as a school and make improvements. You can find more information about our process for addressing any issues on our school website: willowgroveprimary.org.uk

The Willow Grove Complaints and Compliments Policy is also available as a hard copy at the school office.

What has worked to date:

- SEND Policy now in place at school.
- Use of Class DoJo stories to encourage parental engagement and information sharing.
- Lego Therapy twilight training sessions for all staff in the spring/summer term.
- Investment in purchasing EPS sessions to benefit our pupils.
- Use of Survey Monkey to gather the voice of our school community, enabling us to make strategic plans based on the views of our stakeholders.

Further development

For 2025-2026, our strategic priorities for SEND include:

- Continued participation in the Trauma Informed approach and completion of staff training in relation to this.
- Continuation of website upgrade to enable home learning resources and SEMH, SEND information to be found easily.

- The development of the old computer suite area, creating a NEST (Neurodivergent and Emotional Support Team) base to enable interventions to take place with small groups of children. The team will also provide regular coaching for staff. This base will be developed in the future to offer a training space for parents.
- Development of our sensory spaces.
- Development of a designated Art/Design Technology space-dependent on funding.
- Enhancing support for children with Speech, Language, and Communication Needs (SLCN), using Wellcomm and Eiklan strategies.
- For all staff to attend Autism awareness training in the autumn term to ensure that staff have a deeper understanding, as well as an awareness of strategies to use with children with Autistic Spectrum Condition (ASC).
- For all staff to attend Sensory Circuits training in autumn term, resulting in the use of Sensory Circuits becoming firmly embedded across the school.
- Continuing to follow government SEND initiatives and update our practices in line with new guidance.
- Development of a food pantry for parents/carers to access when needed.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Teaching and Learning Policy
- Marking and Feedback Policy
- Equal Opportunities Policy
- Relationships Policy

This report complies with the:

- Children & Families Act 2014
- SEND Code of Practice 2015
- Equality Act 2010
- The Convention on the Rights of the Child (UNCRC)

In preparing this report we have included staff, parents and children and young people using Survey Monkey staff consultations, daily conversations with parents and carers, parent/carers meetings, inclusion coffee mornings and email feedback.

Date presented to Governing Body: Full Governing Board Meeting Summer term 2025.

Report produced by: Miss L. Glover, June 2025.