



Evelyn Street Primary Academy SEND Report 2025/26

Please 'phone us to discuss any aspect of this report or if you require more information.

This is the school SEN information and responses to questions from Warrington LA Local Offer. Evelyn Street Primary School is a primary academy working in Warrington Primary Academy Trust, catering for children between Nursery to Year 6 (age range: 2 - 11). We value the individuality of all children and are committed to giving all our children every opportunity to achieve their full potential. We actively seek to remove the barriers to learning and this means equality of opportunities must be a reality for all our pupils.

Answers to Parent and Carer Questions		
1.	Who is the school's SENCo and how do I get in touch with them?	<p>Our SENCo is Miss S Cooper. Contact details:</p> <ul style="list-style-type: none"> • evelyn.SEN@wpat.uk • 01925 495567 • You can also request an appointment via the school office.
2.	What kinds of Special Educational Needs and Disabilities are catered for at your setting?	<p>We provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2015:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and Learning • Social, emotional and mental health difficulties. • Sensory and/or physical needs.
3.	Which policies relate to SEN children?	<ul style="list-style-type: none"> • SEN Policy • Equalities Policy • Mental Health and Emotional Well-being Policy • Behaviour Policy • Supporting Children with Medical Needs • Safeguarding Policy
4.	How will I be kept involved to help	<ul style="list-style-type: none"> • Progress will be discussed with parents/carers regularly, and at least three times a year i.e. Parents Evenings, unless further meetings are arranged.

	support my child?	<ul style="list-style-type: none"> • It will also be discussed with the child twice per year to complete their Pupil Passport review; those with communication difficulties, will have their views sought via the staff who work closely with them and parents/carers. • During regular reviews of Individual Education Plans (IEP) and/or Positive Behaviour Plan (PBP). • Pupil Progress Meetings are held every term with the SENCo, headteacher and class teacher to discuss the progress of all pupils. This discussion will allow for progress to be monitored and allow any potential problems to be highlighted and appropriate support to be put in place. • If professionals are brought into school to support with assessment and to offer recommendations, then time will be allocated for you to discuss your child with them. • The class teacher/SENCo can suggest ways in which you can support your child at home. Any recommendations received from an external agency are discussed with children and parents/carers. • If a child has specific medical needs, then an Individual Health Care Plan will be put into place after a meeting with parents/carers and appropriate staff. • Coffee Morning sessions will be held to allow parents an opportunity to discuss SEN topics with the SENCo and other parents. Parent views will also be sought regarding the current practice in school and any documents used.
5.	How will my child be consulted about their own learning?	<p>Opportunities for consulting our pupils include:</p> <ul style="list-style-type: none"> • Pupil Voice: surveys, interviews and questionnaires • Pupil Passport meetings. • IEP • Positive Behaviour Plans • School Council • Annual Review meetings • Personal Interviews • Ongoing discussions/evidence gathering with class teacher and support staff. • Those with communication difficulties, will have their views sought via the staff who work closely with them and parents/carers.
6.	How does your setting know if my	<p>Children are identified in a variety of ways:</p> <ul style="list-style-type: none"> • Information passed on from previous schools, parents, carers or Social Care.

	child needs extra help?	<ul style="list-style-type: none"> Concerns raised by the teacher, parent/carer or the child themselves. Limited progress being made after interventions have been put into place. There is a change in the child's behaviour, attitude or progress. After assessment from outside agencies. <p>If a teacher has a concern, they will monitor your child closely and discuss observations with the SENCo and a meeting will be held with all adults involved with the child.</p>
7.	How will my child's progress be monitored?	<p>The SENCo has regular Pupil Progress meetings to discuss progress made by all children, with particular focus on SEN pupils. These sessions are used to determine how best to support pupils during the following term.</p> <ul style="list-style-type: none"> All staff delivering an intervention are required to carry out base line and final assessments to ascertain progress. A meeting between the SENCo and the class teacher and teaching assistant will take place following the assessment of an intervention to discuss the level of progress made and consider next steps. A record of intervention is recorded on cohort and whole school provision maps. All interventions will be regularly monitored by the SENCo to ascertain impact, effectiveness, progress and next steps. B Squared, an assessment tool, will also be used to measure small step progress where necessary.
8.	How is my child supported when joining, transferring to a new setting, or moving on to the next stage of education and life?	<ul style="list-style-type: none"> Children entering our school are welcomed to meetings held in school where parents can ask questions and view the school. Year 6 children take part in transition days organised by their chosen High Schools. Visits to school by High School staff are encouraged as part of the transition arrangements. Our Pastoral Mentor is available to support children after starting or prior to leaving the school. When necessary, the SENCo will consult with teachers from other settings regarding the best practice to suit a child's needs.
9.	How will the	The curriculum/learning environment may be adapted by:

	curriculum be adapted at your setting to match my child's needs?	<ul style="list-style-type: none"> • All children identified as having a special educational need will primarily be taught in the classroom alongside their peers. • Children will be placed onto our SEN register and have specific 'SMART' targets and provision planned - this will be reviewed regularly and at least half termly. • A Pupil Passport will be written. The child and parents/carers will be involved in this. This document will have agreed targets on and a record of the reasonable adjustments in place. Passports will be reviewed twice a year by the class teacher and support staff. • An Individual Education Plan will be written. The child and parents/carers will be involved in this. This will have agreed targets on, which will be reviewed termly, or more often where growing concerns are present, by the class teacher and support staff. • Reasonable adjustments will be implemented by the class teacher to enable the child to access the curriculum in accordance to their own needs. • Teaching Assistants may be allocated to work with individual children or small focus groups to target specific needs. • Children may be provided with specialist equipment such as a wobble cushion, visual timetable or laptop with literacy support software installed (Clicker).
10.	What training does the staff who are supporting my child have or having?	<p>An audit of staff expertise in SEN is undertaken annually.</p> <ul style="list-style-type: none"> • SENCo has completed the National SENCo qualification <p>Individual training for staff includes:</p> <ul style="list-style-type: none"> • ADHD • ASD • Code of Practice • Social, Emotional and Mental health (SEMH) • Team Teach • Nurture Group Training • Speech and language support • Read, Write, Inc • Guided Reading • Inference Training • WellComm • NELI

		<ul style="list-style-type: none"> • EBSA (Emotional Based School Avoidance) • Dyslexia friendly classrooms
11.	How will you support my child?	<p>Provision for SEN children includes:</p> <ul style="list-style-type: none"> • Each child with SEN will have a Pupil Passport which is written co-operatively with the teacher/teaching assistant and child. • Where a child is partaking in an intervention, an Individual Education Plan (IEP) will also be completed based on a diagnostic assessment or specialist report. • There will be opportunities for the child to voice their opinions around the support they want and on how they wish to be taught. Those who are unable to communicate this will have an adult help them as appropriate and advise accordingly. • In accordance to the school's SEN Policy, everyone will have access to quality first teaching with appropriate reasonable adjustments in place. • Personalised provision through time-limited interventions where appropriate.
12.	How are resources allocated and matched to my child's needs?	<ul style="list-style-type: none"> • Children with an EHCP will have their funding budget allocated according to the needs outlined within the plan or recommendations made by other professionals. • Meetings between the class teacher and SENCo will take place to decide on the best use of equipment to support a child's needs. • Further training for teachers and teaching assistants will be planned depending on the gaps identified in children's learning.
13.	How is the type and amount of support decided?	<p>These arrangements include :</p> <ul style="list-style-type: none"> • Graduated approach – Assess, Plan, Do, Review • Data tracking for pupil progress • Pupil Passports and EHCP reviews; • Observations • Parents' meetings - at least 3 times a year with the class teacher. • Pupil Voice • Regular meeting between the SENCo and the class teacher. • IEPs / PBP

14.	How accessible is your setting?	<ul style="list-style-type: none"> • We have disabled parking spaces at the front of the building. • Each of our ground floor external doors have a ramp to ensure easy access for all. • We have accessible toilets and changing facilities. • Should it be required, risk assessments will be put into place for any children who have difficulty accessing the first floor via the stairs. • As a school we are happy to discuss individual access requirements. • Please refer to our admissions policy for the arrangements for the admission of pupils with a disability. <p>We provide equipment to meet our children's specific needs which include, but are not limited to:</p> <ul style="list-style-type: none"> • Visual prompts • Individual work stations • Writing slopes • Pencil grips • Enlarged texts • Laptops/iPads • Wobble Cushions • Sensory Sock • Overlays • Buff coloured paper
15.	How will my child be included in activities outside of the classroom, including school trips and afterschool clubs?	<p>Trips and activities are available to all children:</p> <ul style="list-style-type: none"> • Afterschool clubs are run by two adults to ensure all children are supported and supervised. • Children with 1:1 funding through an EHCP would be supported by their learning support assistant on any trips and during activities within school but outside of normal classroom practice. • Risk Assessments will be written to ensure a child's needs will be met during educational visits. • On occasion, a parent/carer may be invited to support their child during an activity.
16.	How will my child's	The school offers a wide range of support for children experiencing emotional difficulties including:

	emotional well-being and mental health be supported?	<ul style="list-style-type: none"> • The class teacher/SENCo/Pastoral Support Leader are available for children to talk to. • We have a trained Pastoral Mentor to offer support. • School Council • Pupil Voice • CYPMHS (Children and Young Persons Mental Health Services) • School's Mental Health Link Team • School Health Advisor • Educational Psychologist • Consistent application of anti-bullying and behavior policies. • Where necessary, school will seek advice or refer children to external agencies for counseling. In some instances, this will be to the school's SEMH Consultant. <p>For further information, please refer to our Mental Health and Emotional Well-being Policy.</p>
17.	What specialist services and expertise are available or accessed by your setting?	<p>School is supported by a range of consultants and experts including:</p> <ul style="list-style-type: none"> • The School Health Advisor • Educational Psychologist • Occupational Therapy • Sensory Support (Visual and hearing) • Learning assessment • Parent Partnership • Early Help Team • CYPMHS • Speech and Language Services • Staff Pastoral Mentor and pastoral lead. • SEMH Consultant/Counsellor • Mental Health Support Team
18.	What should I do if I think my child has a special educational need or disability?	<p>The steps to raising concerns about your child are:</p> <ul style="list-style-type: none"> • Discuss any issues with your child's class teacher, or inform the school before your child starts with us.

		<ul style="list-style-type: none"> • The class teacher will then work closely with others to monitor and assess your child depending on the need identified. • Further meetings will be held between the class teacher, SENCo and parents/carers to discuss possible next steps and other professional involvement.
	What should I do if I have a complaint?	If you feel that your concerns are not being dealt with appropriately, please follow the schools Graduated Response procedure, as outlined by our Complaints policy, by speaking to the class teacher before speaking to the SENCo or Headteacher. Failing this, an appointment can be made to see the SEN Governor via the school office.
19.	Local Offer	https://www.warrington.gov.uk/local-offer-send

Answers to Children's Questions		
1.	How does the school know if I need extra help?	<ul style="list-style-type: none"> • Through something that you or your parents/ carers have told us. • We might have noticed that you are struggling with work in class. • Your behaviour or attitude might tell us that you need support. • You may not be making the usual progress in your work.
2.	What should I do if I think I need extra help?	<ul style="list-style-type: none"> • Speak to your parents/ carers and ask them to speak to your teacher. • Speak to your teacher or another adult who works in your class. • You can put a note into the Worry Monster in your class. • All adults in school will want to help and support you, including other teachers you have worked with, our support staff and members of our Welfare team (on display in the front entrance).
3.	How will my work be organised to meet my individual needs?	<p>We can make reasonable adjustments to your work in different ways:</p> <ul style="list-style-type: none"> • We can give you different resources to help you. • We can break your work into smaller chunks. • You can monitor your own progress and see your successes. • We can give you some extra work on a new topic before you start it so you feel more confident. • We may give you help in a small group to help you learn a new skill. <p>We will listen to you and understand what you find difficult so that we can offer the right kind of support.</p>
4.	How will I be involved in planning for my needs and who will explain it and help me?	<ul style="list-style-type: none"> • Your class teachers and Teaching Assistants will speak to you. • You will be involved in reviewing and planning targets. You will discuss how you learn best using your Pupil Passport and IEP, if you need one.
5.	Who will tell me what I can do to help myself and be more independent?	<ul style="list-style-type: none"> • The adults who work with you will support you. • You might have a list of what you need to do • Check your class visual timetable to tell you what lessons you will have • Your teacher and TA will set you targets to help you and break big tasks into smaller ones. • We do lots of lessons and assemblies in school to develop resilience, risk taking,

		resourcefulness, reflection and good relationships. Everyone has targets (e.g. written feedback from teacher, specific targets from teacher) to get better at these things and so will you (with lots of help along the way).
6.	What should I do if I am worried about something?	<ul style="list-style-type: none"> • Speak to a friend, a parent or carer, or an adult in school - we all care and want to help! • Speak to our Pastoral Mentor, Miss Breeze. She'll be able to have a chat and maybe give you some ideas. She will also speak to your class teacher to make them aware if necessary.
7.	How will I know if I am doing as well as I should?	<ul style="list-style-type: none"> • We will talk to you regularly. • When your teachers mark your work, they will tell you. • Your teacher and TAs will give you feedback during lessons. • Adults will review your targets with you. • You can ask your teacher if you are doing well.
8.	How can I get help if I am worried about things other than my work?	<ul style="list-style-type: none"> • Talk to us about what is worrying you and we will work with you and find people to support you. • You can tell your teacher, TA, or any member of the school staff. • Talk to our Pastoral Mentor. • Write a note and put into your class' Worry Monster
9.	Are there staff in school who have had special training to help young people who need extra help?	<ul style="list-style-type: none"> • All of our teaching staff have regular training in areas of SEN. • Staff are trained in lots of intervention programmes to help you with your learning. • Our SENCo and Pastoral Mentor access a range of training to offer support. • We have lovely Teaching Assistants who are trained to help you when you feel sad, worried, anxious, or unconfident.
10.	Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)	<p>Yes, we can! We can get help from lots of different professionals to help with your needs as appropriate, including:</p> <ul style="list-style-type: none"> • Educational Psychologist • School Health Adviser • Occupational Therapist • Parent Partnership

		<ul style="list-style-type: none"> • Early Help team • CYPMHS • Counselling services, such as St Joseph's, NSPCC • Visual and Hearing Impairment team • Speech and Language team • Orthoptist • Physiotherapist • ASD/ ADHD specialist nurses • Art/Play therapy • Medical professionals • And more!
11.	If I have difficulty in taking part in school activities what different arrangements can be made?	<p>a) How will I know who can help me? Talk to a member of staff with your parents/ carers or on your own</p> <p>b) Who can I talk to about getting involved in student activities if I need extra help? If you want to get involved in an activity we will make sure that you can and give you the help you need. Talk to one of the adults in your classroom.</p>
12.	What help is there to help me get ready to start school?	<ul style="list-style-type: none"> • We will speak to you and your parents/ carers before you start. We will visit you at your nursery or speak to your previous school so that we have lots of information. • We will usually hold a meeting with the people who help you now so that we have everything in place to help you. • We will speak to your new school before you start. We will make sure that you can visit and meet the people who will help you before you start. We will keep you in touch with your new school to make sure they know how to help you.
13.	I am coming to school to prepare for employment - how will I be supported?	<ul style="list-style-type: none"> • We will listen to your dreams and aspirations. • We will regularly invite people from the world of work into school to tell you about their jobs, and to inspire you to be prepared for employment. • We will encourage and support you. • We will help you develop social skills, good relationships, resilience, and confidence

		<p>to take risks, resourcefulness, independence and reflection skills.</p> <ul style="list-style-type: none">• We will see you as an individual.
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Glossary

TA	Teaching Assistant	Classroom support staff.
LSA	Learning Support Assistant	Specialist support staff used to support individuals or small groups with individual needs.
SEN	Special Educational Needs	
SENCo	Special Educational Needs Coordinator	
EHCP	Education, Health and Care Plan	Document devised by the Local Authority - based on information and reports from parents/carers, school staff and external agencies - outlining the identified needs of individual children and recommendations to support their learning.
IEP	Individual Education Plan	Document completed to record targets for individuals based on their needs.
PBP	Positive Behaviour Plan	Document stating the behavioural targets of an individual, and what triggers they may have and what this may look like as the behaviour escalates. It will also include the steps staff will take to prevent this behaviour from escalating.
SEMH	Social, Emotional and Mental Health	
CYPMHS	Children and Young Persons Mental Health Services	
SMART Targets	Specific, Measurable, Achievable, Realistic and Time-Limited	

SEN Graduated Response

