



Local Offer and SEN Information Report

Lodge Lane, Warrington, Cheshire, WA5 0AG
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Executive head teacher – Mrs E Williams

Head of school- Mrs E Bailey

SENDCO- Mrs A Mullen

Designated Provision Manager – Mrs E Stringer
SEND Governor – Mr M Boyle

Email – senco@bewseylodge.co.uk

Website - https://www.bewseylodge.co.uk/our_school/send/
Facebook - Bewsey Lodge

Information about the school can also be found at the Local Authority's Local offer at <https://www.warrington.gov.uk/SEND>

This document is reviewed annually
Next review September 2026

At Bewsey Lodge Primary School we ensure that all pupils, regardless of their specific needs, make the best possible progress either in our mainstream setting or our Designated provision.

Our SEND policy is available on the school website or in paper copy from the school office.

For admission enquiries please contact the School Admissions Team:

By email at: schooladmissions@warrington.gov.uk

By telephone on: 01925 446226

What kind of special educational needs do you provide for?	<p>Within our school we support children with the following additional needs:</p> <ul style="list-style-type: none">• Cognition and learning.• Communication and Interaction.• Gross and fine motor skills and other physical needs.• Hearing/visual impairments and other sensory needs.• Social, emotional and mental health difficulties• Medical needs. <p>The places in our KS1 & KS2 Designated Provisions are for children whose main area of need is cognition & learning.</p>
What do I do if I think my child has special educational/additional needs?	<ul style="list-style-type: none">• Speak to the class teacher.• If further advice is required, then speak to the SENDCO.• All appointments can be made via the school office, on the above contact details.
How does the school know if children need extra help?	<ul style="list-style-type: none">• Use of ongoing assessments and tracking of children's progress may identify possible areas of need.• Observations.• Talking to children, parents/carers and other members of staff.• A child may be having difficulty in a certain area of school life.• Additional assessments can be made to clarify areas of need.• Concerns are raised by parents/carers.• A child may ask for help, if they find an area of learning more difficult.• Staff/parents/carers may be concerned with a change in a child's behaviour.
How will the school support my child if they are looked after by the local authority and have SEN?	<ul style="list-style-type: none">• Looked after Children with SEND are supported by our SENCO/Deputy Headteacher. Personal Education Plan (PEP) targets are assessed and monitored termly. Regular meetings such as, Child in Care meetings are held with parents/carers, children's services and other outside agencies, if appropriate. PEP money is used to support children on an individualised basis; purchasing additional specialist resources for example.

How will the staff support my child?	<ul style="list-style-type: none"> • All teachers are teachers of special educational needs and we have an inclusive ethos. • Lessons are differentiated/adapted to enable all children to access the curriculum. • Interventions to support a child may be introduced and will be monitored regularly to assess their impact. • Children may receive extra support within their classroom setting. • Additional/more appropriate assessments may be carried out. • A child may be placed on the Initial Concern or SEND Register. Parents/carers will always be informed of this. • An Individual Education Plan (IEP), Support Plan, All About Me document or Positive Handling Plan may be written to support a child's additional needs. This will be discussed with the child and parents/carers and will be reviewed termly. • Children will have individual target cards, which they review themselves termly. • Talking to children and getting their opinions on their progress and where they might need additional support. • Staff will keep parents/carers informed of any support given to a child and the progress being made. • Staff may suggest activities to carry out at home. • Occasionally, a child requires assessment or support from an outside agency such as the educational psychologist, occupational therapist or speech and language therapist. If a child meets the criteria, this will be discussed with parents and a referral form will be completed. The agency will complete assessments and may provide advice or a programme of support to school/home. • If a child had identified needs before they started at our school, we will talk to previous teachers/outside agencies to ensure the appropriate support is put in place. • In the Designated provision the smaller class sizes and higher ratio of staff allow the children to be fully supported in small groups, at all times. • Staff will follow the school's and Local Authority's policies and procedures, which are available on the school website or from the school office. • If appropriate, resources will be bought to support children. • Peer support • Individual work packs in KS1; all children have packs to keep resources such as; word banks, pencil grips, first and then boards specific to their needs (in KS2 children have individual desk to do this)
Who will provide support for my child's additional needs at school?	<ul style="list-style-type: none"> • Class teacher. • SENDCO. • SENDCO Support. • Teaching assistants. • Higher Level Teaching Assistants (HLTA's).

	<ul style="list-style-type: none"> • Outside agencies such as the speech and language therapy service, OT, physiotherapists, play therapists, teachers of the deaf, teachers of visually impaired learners • Health services such as the school nurse. • SEND Governor. • DP Manager/Specialist Leader in Education in SEND provision for the Warrington Teacher Alliance. • Peers. • School ELSA. • Mental Health Lead. • Mental Health Link Practitioner.
How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Quality First Teaching (QFT) – class teachers use their knowledge of a child's levels and learning styles to differentiate/adapt work and match children's needs. • Differentiation/adaptation – If pupils have been identified with specific needs, their work may need to be further differentiated/adapted to remove barriers to learning and enable them to access the curriculum. • Further differentiation/adaptation – at times additional specialist equipment, resources or learning programmes may be made available to meet a child's needs. • Resources may include use of visual aids, 'first and then' boards, word banks and pencil grips.
How will we all know how my child is doing?	<ul style="list-style-type: none"> • End of term assessments. • Assessments of interventions. • Ongoing teacher assessments. • Consulting outside agencies, e.g. speech and language. • Children's questionnaire. • Parent's questionnaires. • Parent meetings. • Annual Reviews. • IEP meetings. • Reviewed IEPs. • Reviewed target cards. • Soft data sheets. • Speaking to children.
How do you know how effective your SEND provision is?	<ul style="list-style-type: none"> • Monitoring of interventions. • Lesson observations. • Assessments.

	<ul style="list-style-type: none"> • Discussions with staff, parents, children and outside agencies. • IEP evaluations. • Reviewed target cards. • Soft data sheets. • Questionnaires. • SEND Reviews. • Ofsted report.
<p>How will you help me support my child's learning and involve me in school life?</p>	<ul style="list-style-type: none"> • When possible, parents/carers are encouraged to speak to class teachers at the end of the day for informal discussions. Longer appointments can be made with the class teacher, SENDCO or other staff through the school office. • Parent's Evenings are held three times a year, with the opportunity to speak to the class teacher and SENDCO. • Reports are written at the end of the autumn and spring term. • An Annual School Report is written in the summer term. • Annual Reviews are held for children who have an Educational, Health and Care Plan (EHC Plan). These reviews can take place throughout the year at the request of the SENDCO, parents/carers or other outside agencies. • Teachers and parents/carers can make notes in children's reading records. • Home learning/homework opportunities are sent home regularly. • We may set up home/school books. • If appropriate we will make phone calls home, send text messages or invite you into school. • Inviting parents/carers to meetings with outside agencies such as speech and language • Parent questionnaires are used to gain views of parents/carers. • Attend meetings with class teacher to help write IEPs, Care Plans, All About Me documents and Positive Handling Plans. • When possible, parent classroom visits/stay and play sessions. • Invite you to attend special assemblies/performances. • Parents are encouraged to listen to their children read daily and comment in their child's reading record.
<p>What support will there be for my child's overall emotional health and wellbeing?</p>	<ul style="list-style-type: none"> • All staff offer social and emotional support for children throughout the school day. • Spiritual, moral, social and cultural development (SMSC) is at the heart of the school and is addressed in a variety of ways. • Personal, social, health and citizenship education (PSHCE) is taught throughout the curriculum. • We follow the Jigsaw scheme of work. This is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-

changing world.

- Stand-alone lessons, discussions, circle times are used, when appropriate, to address specific issues.
- Social and emotional aspects interventions are used to consolidate the curriculum and to focus on the particular needs of individuals or groups of children.
- The promotion of British Values is also at the heart of the school and help to develop all children's emotional understanding, empathy and well-being.
- Staff will follow all school policies such as the Medical Conditions and Positive Handling Policy.
- The School Council have written their own 'How to get help Policy', which is displayed around school. This clearly states what children can do if they have a worry at home or at school.
- Talktime, is available across the school, with all members of staff. This is a safe place for children to discuss any worries they may have.
- Each class has a Worry Monster, where children can draw/write their worries down and put them in the Worry Monsters mouth, where they will be eaten up! Staff monitor these.
- The SENDCO's role includes offering family support, with Mrs Price (Deputy Designated Safeguarding Lead) and Mrs Jones (Designated Provision teacher) available to support with this too.
- Mrs Price and Mrs Jones can also complete an Early Help Assessment (EHA) with parent/s carers, if appropriate.
- School works collaboratively with families of children with SEND in order to provide support for the children and enable them to achieve the best outcomes.
- Interventions specifically for emotional health and well being are put in place, when necessary.
- The majority of staff have completed a basic first aid course.
- We have a team of first aiders.
- IEPs, Support Plans, Care plans, All About Me documents and Positive Handling Plans are written for children who have specific needs. This ensures all staff are aware of these needs.
- Individual risk assessments are written for children who have specific needs, when they are going on a school trip.
- School provides additional support, for those children who need it, around times of transition – to enable a smooth transition to the next phase of their education.
- If all support has been exhausted, the school has access to external agencies and professionals who can provide support with behaviour, attendance and emotional well-being.
- Children who have 100% attendance are rewarded at the end of a term with an

	<p>assembly where children receive bronze, silver and gold pin badges for each term where attendance is 100%. Additionally, each child who achieves 100% is entered into a reward raffle where they can win family days out. Weekly certificates are also given out to the class who has the best attendance and they receive a whole class reward such as extra play.</p> <ul style="list-style-type: none"> • We have an Attendance Manager in the school. We send letters home to parents whose children have low attendance and work with them to try and find a way to support them, if they are struggling to get their child to school. • We also have a Service Level Agreement (SLA) for attendance with the Local Authority. This is more intense support for families who need it. • We encourage children to have an opinion and always listen to them. This includes children questionnaires, School Council, Playground Pals, subject champions, house captains and discussions in class. If a child is unable to record an opinion through writing then we will write for them or choose another way for them to communicate with us. • Peer support • All children are encouraged to join our wide range of after school clubs. These include; choir and sports. • We have an outdoor space; The Peaceful Place that children can access at playtimes if they want a quiet space to relax and have some 'time out' from the busyness of playtimes. This space can also be accessed by groups throughout the school day. The area has bean bags, rugs, a nested swing and many more relaxing and calming resources. • School has an ELSA (Emotional Literacy Support Assistant) and a mental health link practitioner who can work with group or individual children with social, emotional and mental health needs. • Miss Kearns is our Mental Health Lead • Mr Riley offers support to children across the school. His support includes working with children who are reluctant to come to school and who have worries and anxieties.
What specialist services and expertise are available or accessed by our school?	<p>School has strong and positive relationships with a variety of outside agencies to provide specialist assessments and advice, such as:</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Service • Sensory Support (Visual and Hearing impairment) • Occupational Therapists • Physiotherapists • School Health Advisors • Social Care • CAMHS (Child & Adolescent Mental Health Service)

	<ul style="list-style-type: none"> • St Josephs • Orthoptist • Child Protection/Safeguarding Team • Local Authority SEND Case-workers • Play therapists • Mental Health Link Practitioner • Iain Macdonald/Karen Howard – Warrington SEND Information and Advice Support Service • School has two Designated Provision Classes. Staff from these classes share good practice and provide advice and guidance to mainstream staff. • Mrs Stringer, our DP Manager, is a specialist Leader in Education in SEND provision for the Warrington Teacher Alliance. • Mrs Bailey takes part in SEND reviews in other educational settings across the authority and has also supported individual schools.
What training have the staff supporting children with SEN had/or are having?	<ul style="list-style-type: none"> • The SENDCO is a qualified teacher and has completed The National Award for SEN Co-ordination. • Mrs Mullen, SEND Support, has also completed the National Award for SEN Co-ordination. • Mrs Stringer, our DP Manager, is a specialist Leader in Education in SEND provision for the Warrington Teacher Alliance. • Many of our staff are Team Teach trained. This is a course, which teaches staff how to positively handle children, if they need to be. • Many staff are trained in Speech and Language programmes and other specific interventions. • Staff are also trained, when appropriate, for children's individual physiotherapist programmes. • We have had whole staff training which has included; attachment, autism, selective mutism behaviour and mental health. • The SENDCO/DP staff attend regular training within the Local Authority to maintain up-to-date knowledge of SEN practice. • Individual staff access training for individual children as identified by the Senior Leadership Team (SLT). • Our first aiders are trained in either paediatric or first aid and attend refresher training every 3 years. Other staff have basic first aid training every three years. • Bewsey Lodge is an inclusive school and has the LA Committed to Inclusion Award.
How will my child/young person be included	<ul style="list-style-type: none"> • We endeavour to include children in all activities and will work closely with

in activities outside the classroom; including school trips and provision for after school care?	<p>parents/carers to ensure all children can take part in learning outside of the classroom; attend school trips and after school clubs.</p> <ul style="list-style-type: none"> • Risk assessments may need to be completed for individual children before a school trip, to ensure the correct provision is in place. This may include extra staff or parents being asked to attend to accompany their child. • Peer support
How accessible is the school environment?	<ul style="list-style-type: none"> • Our school is accessible for wheelchairs. • We are able to access additional resources to help children, who have auditory problems and take advice from the visually and hearing impaired team, if and when we have children with these needs. • In our Designated Provision and Nursery we have changing facilities. • We have easy access toilets in our main entrance and our designated provision. • Resources that are required for children with additional needs are purchased through our school budget or other funding that may be available at the time. • Staff are trained to use any resource and we ensure this training is kept up to date. • For more information, please refer to our Equality and Accessibility Policy on the school website or upon request from the school office.
How will school prepare and support my child during periods of transition – to a new class, educational setting or the next key stage of education?	<ul style="list-style-type: none"> • Transition within school is carefully planned, with individual needs discussed prior to visiting the new teacher/classroom. • Discussions with parents/carers will take place, if appropriate • When possible, all children visit their new class in July, with additional support arranged for those pupils who may need it. • Children new to the school are welcomed to come for a visit/s before hand, if this is appropriate. • Staff will make contact with previous schools/settings, where possible, to support a child's transition to Bewsey Lodge. • Where necessary transition books/social stories are made for children to share with parents/carers – these include photographs of staff, classrooms and other key areas around school. • School works closely with high schools and other educational settings to ensure a smooth transition for all pupils. Additional visits can be arranged, if necessary. • All information regarding a child will be passed to their new class/school.
How are the schools resources allocated and matched to the children's/young person's special educational needs?	<ul style="list-style-type: none"> • Regular pupil progress meetings inform decisions around allocation of resources and suitable interventions. This can include books, lap tops, special pencils/scissors. It could also include additional teaching assistant support. • The school's provision map identifies categories of need on an individual or group basis. • The DP Manager, SENDCO or outside agencies, may allocate further support or resources to a child following assessments.

	<ul style="list-style-type: none"> Children on the SEND Register have an IEP, which details the support they are receiving in school.
How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> The Head teacher and SENDCO, in collaboration with the Senior Leadership Team and Governors, allocates resources and support based on the child's individual needs, following discussions with the class teacher/teaching assistant, parents/carers, child and where appropriate advice from external professional agencies. The allocation of support will be informed by assessments, observations, discussions and any external professional reports. Support will change according to the ongoing review of need, which will be discussed with staff, parents/carers and the child. For pupils with an EHC plan, further consultations will take place with all stakeholders, to determine support that aims to meet the outcomes outlined in the Plan.
How does the school involve children in their education?	<p>We believe in listening to the views and opinions of all children at our school. This is done in several ways such as:</p> <ul style="list-style-type: none"> Conversations Pupil questionnaires Children attending meetings (if appropriate) Individual target cards Review of target cards Circle times Class discussions School Council Playground Pals Subject champions House Captains
Who can I contact for further information?	<ul style="list-style-type: none"> If you wish to discuss your child's educational needs, in the first instance please speak to their class teacher. If you want to discuss things further please contact: SENDCO/ Deputy Headteacher DP Manager Another member of the Senior Leadership Team Headteacher SEND Governor Appointments can be made with any one of these people, through the school office. <p>The Local Authority website will also provide you with other support networks and this is where the Local Authority's Local Offer can be found. https://www.warrington.gov.uk/SEND</p> <ul style="list-style-type: none"> Warrington SEND Information and Advice Support Service (Parent Partnership) https://warrington.fsd.org.uk/kb5/warrington/fsd/service.page?id=pVY2X0S3PIM

How do I make a complaint, if I am not happy with the provision made for my child?

If you wish to make a complaint please speak to Mrs Bailey, in the first instance. If you have already made an attempt to resolve your complaint and have been unsuccessful, please follow the school's Complaints Procedure. This can be found on the school website; <https://www.bewseylodge.co.uk/contact/complaints> or a paper copy is available from the school office.