



REQUEST 19281

I would like to request the following information relating to the Targeted Education Support Service (TESS):

1. Copies of any current policies, procedures, guidance documents, or service frameworks that set out how TESS supports schools, particularly in relation to classroom behaviour, whole-class support, or staff advice and intervention.
2. TESS Involvement with Ashton St Wilfrids, Golborne Road, WN4 8SJ Records showing whether TESS has provided any support, visits, consultations, or involvement with St Wilfrids between September 2024 to the present date.

I am requesting organisational level information only, such as:

- Dates of any visits or involvement
- The general purpose of the visit (e.g. behaviour support, staff training, observation, consultation)

If no information is held in relation to TESS involvement with this school during the time period stated, please confirm this in your response.

RESPONSE

1. Please see attached documents.
2. Please see the table with all details of support/visits

Visit Date	Purpose of visit	Area of Need
26.09.24	Planning meeting with SENDCO and EPS to look at what TESS/EPS involvement is needed	
13.11.24	Observation, Assessment & Consultation	Learning
26.11.24	Observation, Assessment & Consultation	Learning
12.12.24	Observation, Assessment & Consultation	Learning
05.02.25	Observation & Consultation	
26.03.25	Observation, Assessment & Consultation	Learning
26.03.25	Observation, Assessment & Consultation	Learning
26.02.25	Planning meeting with SENDCO (review and next steps from 26.09.24)	

06.05.25	Observation & Consultation	Communication and Interaction
04.06.25	Observation, Assessment & Consultation	Learning
04.06.25	Observation, Assessment & Consultation	Social, Emotional, Mental Health (SEMH)
13.09.24 - 06.12.25	Specialist Maths Teaching for 1 pupil	Maths
29.01.25 - 07.07.25	Specialist Literacy teaching for 1 pupil	Literacy
01.10.25	SEND planning meeting to look at census figures and TESS services	
20.10.25	Planning meeting with SENDCO and EPS to look at what TESS/EPS involvement is needed	
11.11.25	Observation & Consultation	Communication and Interaction
19.11.25	Basic maths screener assessment	Maths
10.12.25	Observation & Consultation	Sensory/Physical
13.01.26	assessment & consultation	Communication and Interaction
13.01.26	Assessment & consultation	Literacy
12.09.25 - 30.01.26	Specialist Literacy teaching for 1 pupil	Literacy
Training Date	Training course	Focus
21.10.24	Greater Manchester Ordinarily Available Inclusive Provision	SEND and graduated approach
14.10.25	Maths Recovery Network Meeting	Maths
14.11.25	Teaching Number in the Classroom	Maths



Targeted Education Support Service Privacy Notice

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Targeted Education Support Service Privacy Notice

Wigan Council ('a data controller') is committed to protecting the privacy and security of your personal information.

Wigan Council and organisations who work on our behalf, collect, store and process personal and sensitive information about children, young people and their families. This information enables us to carry out specific functions that we are responsible for.

We recognise the need to treat personal and sensitive data in a fair and lawful manner. No personal information held by us will be processed unless the requirements for fair and lawful processing can be met.

Our core obligations under the General Data Protection Regulations (GDPR) and commitments are set out in the Council's [Primary Privacy Notice](#).

This notice provides additional privacy for children, young people and their families.

It describes how we collect, use and share personal information about you:

- Before, during and after your relationship with us ends;
- The types of personal information we need to process, including information the law describes as 'special' because of its sensitivity.

It is important that you read this notice, together with any other privacy information so that you are aware of how and why we use yours or your child's information.

Purpose(s):

The main purposes for processing your personal information are:

Co-operating to improve the well-being of children, young people and families in relation to:

- Physical and mental health and emotional well-being;
- Protection from harm and neglect;
- Education, training and recreation;
- Social and economic well-being;

We also use personal data to:

- Support your children's learning;
- To monitor and report on their progress;
- Provide appropriate pastoral care;
- For purposes of safeguarding;
- Assess the quality of our services;

Categories of Personal Data:

In order to carry out activities and obligations as providers of services to children, young people and their families we process personal information in relation to:

- Personal contact details such as name, title, address, telephone numbers and personal email addresses;
- Personal demographics including date of birth, gender, , relationships;
- Contact details such as names, address, personal email and telephone numbers;
- Children and young people's photographs and video images (with consent)– to be used as part of therapeutic support work with the child or young person. Or to be able to use to promote our service in future and to use as a training tool to improve our service delivery.
- School attendance and exclusion information
- Present and previous schools
- School data and assessments

Special Categories:

We may also collect, store and use the following 'special categories' of more sensitive personal information:

- Information about you and your child's race or ethnicity, religious beliefs, sexual orientation.
- Your child's primary and additional special educational needs and interventions.
- Outcomes your child is working towards.
- Your child's strengths and assets.
- Identification numbers, online identifier and factors specific to your child's physical, physiological, genetic, mental, economic, cultural or social identify. This could include reports from the police, court information/orders and health information, e.g. DNA.
- Details of professionals involved in your care and information that they have about you which outlines your support needs. This may include sensitive safeguarding information such as domestic abuse reports, neglect assessment, child sexual exploitation or medical reports.

The legal bases we rely on for processing your personal information are:

- Necessary in order to perform a public task in the public interest/official functions.
- Necessary to protect the vital interests of the data subject (i.e. your child) and for carrying out obligations under social protection law in the substantial public interest (for special category data).
- Consent (where you have signed a consent form in relation to Early Help/Start Well services and PLO Pre-proceedings).

DATA SHARING

The Service will hold records on your child, including the Request for Service Involvement form, reports, file notes and information provided by other Education, Health and Care agencies. This will enable us to ensure your child gets the best possible support that is co-ordinated, joined-up and gives us an accurate record of the services that have been involved in the care of your child.

With your consent, we will share information about your child with relevant Education, Health and Care agencies to ensure the best outcomes for your child. In this context these can include:

- Educational establishments/departments, i.e. Early Years Providers, Schools, Colleges, SEND and Autism Panel, School Organisation.
- Health Services, i.e. GPs, Paediatricians, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Health Visitors and School Nurse, CAMHS, Inspiring Healthy Lifestyles.
- The Police, Court and youth justice services.
- Department for Education.
- Department for Health and Social Care.
- Organisations that provide support i.e. residential homes, supported accommodation, personal assistants.
- Any other person or organisation exercising functions or engaged in activities in relation to children and adults in the authority's area.

We may also share information with the Police, the Court and the above agencies if legally obliged to do so to ensure protection of children and adults from harm.

DATA RETENTION

We will only retain personal information for as long as necessary to fulfil the purpose we collected it for, including for the purposes of satisfying any future legal, accounting, or reporting requirements.

We must continue to retain necessary information in accordance with our corporate records management policy to fulfil legal, statutory and regulatory requirements.

RIGHTS OF ACCESS, CORRECTION, ERASURE AND RESTRICTION

- You have the right to ask for your information and there will not be a charge for you to do so. This is known as a subject access request.
- To ask for your information to be corrected if it is inaccurate or incomplete.
- To ask for your information to be deleted or removed where there is no need for us to continue processing it. (right to be forgotten)
- To ask us to restrict the use of your information.
- To ask us to copy or transfer your information from one IT system to another in a safe and secure way without impacting the quality of the information.

You will not have to pay a fee to access your personal information (or to exercise any of the other rights). However, we may charge a reasonable fee if your request for access is in our view unreasonable or excessive. Alternatively, we may refuse to comply with the request in such circumstances.

RIGHT TO WITHDRAW CONSENT AT ANY TIME

Where the legal reason for processing you/your child's personal information is based on your consent, you have the right to withdraw your consent at any time, without affecting the lawfulness of our processing prior to the withdrawal of your consent.

By signing the Request for Service Involvement form you consent to support for your child from our service which then requires the processing of personal data in accordance with this notice. If you do not provide consent, we will not be able to carry out the service your child's education establishment has requested from us.

If you wish to withdraw consent for the service you should contact your child's education establishment in the first instance who will then inform our service.

YOUR RIGHTS

You/your child have legal rights in relation to your personal information. These apply regardless of your involvement status with our service. You have a right to be informed about how and why your personal information is being processed. This notice fulfils that obligation.

To ask for access to your information you should visit our website where you can make a subject access request or write to: Wigan Council, Information Governance, Legal Services, First Floor, Town Hall, Wigan WN1 1NY or email: subjectaccess@wigan.gov.uk.

DATA PROTECTION OFFICER

If you wish to raise a concern or discuss any aspect of this notice or exercise any other rights under GDPR please contact our [Data Protection Officer](#) at Wigan Council.

If you are unhappy with the way that we handle your concern you may complain to the Information Commissioners Office (ICO) at ico.org.uk

Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Tel: 0303 123 1113

The information Commissioners Office deals with concerns and complaints relating to data protection (GDPR) and freedom of information legislation.

CHANGES TO THIS PRIVACY NOTICE

We may update or revise this privacy notice from time to time and will provide supplementary privacy information as is necessary.

SERVICES TO SCHOOLS, COLLEGES AND SETTINGS

Contact Information for the Targeted Education Support Service	
Address: Targeted Education Support Service Life Centre South College Avenue Wigan WN1 1NJ	
Tel: 01942 201914	Mobile:
e-mail: Tessadmin@wigan.gov.uk	

Purpose and Focus

We offer a service for schools, colleges and settings which is based on consultation with schools so it can:

- Meet current and changing needs.
- Build on the knowledge and understanding within the establishment.
- Meet National guidelines, requirement and standards for whole establishment development in meeting the needs of pupils or students with SEND.
- Enable new and/or established staff to access training.
- Meet changes in legislation.
- Include up to date content – based on changing information and regulations in Special Educational Needs and Disability, and Diversity.

4. Key Information and TESS Offer

Link (Core) Offer:

- Schools will receive 10 visits spaced over the academic year; usually 3 visits during the autumn term (one to be the RDP meeting), 4 during the spring term and 3 in the summer term. In addition, the core offer includes a number of off-site sessions (8 off-site sessions for smaller primaries receiving 10 on-site sessions).

These off-site sessions may include such work as complex case liaison, developing bespoke training, sourcing resources, follow-communication with a range of agencies and producing detailed reports.

- Schools can 'buy in' additional support but this must be agreed with the TESS link teacher's line manager in order to ensure fairness and safeguard staff capacity.
- Charges for agreed 'additional' work are £75.00 per hour.

Also, as part of our Graduated Approach to Social Emotional Mental Health, schools will receive 2 additional sessions specifically for SEMH support.

Any questions about costings, please contact TESS Senior Admin:

J.Simmons@wigan.gov.uk

Review details

- Evaluation forms will be collated and monitored after all training to help improve delivery and quality and measure impact. The SLA will be monitored by the TESS Senior Management team, the TESS Link teacher and the lead person of the school, college or setting.
- SLA will be reviewed annually.
- TESS Link work in school is reviewed termly with line managers within TESS.

Quality Assurance

The Targeted Education Support Service will provide quality assurance by:

- Monitoring the work of TESS staff and providing supervision.
- Providing feedback to the school, college or setting on outcomes of interventions and assessments – written reports will be sent to school within three weeks of the assessment/observation date.
- Auditing of the quality of reports.
- Liaising with other professionals as appropriate.
- Working closely with the school, college or setting to review the priorities set
- Being available to be contacted by telephone at Wigan TESS office on 01942 201914. Messages left with Administrative Staff will be responded to usually within 2 working days.
- TESS staff will be reliable and punctual in attending appointments.
- All TESS staff have enhanced Disclosure and Barring Service (DBS) checks.

Responsibilities of Schools, Colleges and Settings when working with TESS

- Provide an identified person(s) to work with the TESS teacher on the overall planning, prioritisation and management of the workload as well as for each piece of discrete work carried out by TESS. This person will almost always be the school's or setting's Special Educational Needs Co-ordinator (SENDCo).
- Provide a fully completed Request for Service Involvement form (RSI) with signed parental consent for TESS involvement prior to the arranged TESS visit.
- Make available to the TESS teacher relevant reports and other documents to enable them to have a full and updated view of the child's needs and difficulties.
- Ensure that relevant staff and parents/carers are informed when the TESS link teacher is to visit.
- When an individual assessment or interview with a pupil or parents/carers is agreed, school will provide appropriate accommodation, i.e. privacy, a quiet working environment with appropriate furniture etc.
- Inform TESS in advance if possible of pupil/staff absence and have made all appropriate arrangements if another child or young person is to be seen.
- Co-ordinate arrangements for any training events (e.g. set up room and any ICT requirements, inform workforce, etc).
- Information and powerpoints received as training resources are for use within the school setting only. They remain the intellectual property of TESS and should be deleted once training is completed and evaluations returned.

Complaints

TESS are committed to providing a high quality service with a foundation in evidence based practice and is keen to receive feedback regarding its delivery as part of a commitment to continuous improvement. It is important that service users are able to comment on the service they have received. Schools will be formally asked for feedback (including positive comments) on a yearly basis.

If your school feels it has cause for concern, the Headteacher or designated member of staff should:

- Speak to the school's designated TESS Link teacher about the issue and keep a written record of the discussion.
- If appropriate or if the matter remains unresolved, contact the TESS Manager e-mailing Tessadmin@wigan.gov.uk
- If the other options have been explored and the school remains concerned, the matter should be referred in writing to the Complaints and Information Team, PO Box 100, Wigan WN1 3DS or via email at: complaints@wigan.gov.uk.

Primary and Secondary TESS Menu

Context

- The Targeted Education Support Service consists of teachers, Specialist Practitioners and a small admin team. There is a Line Management structure to meet the demand of this large group. All teachers have extensive experience in Primary, Secondary and/or special education settings. All have an additional post-graduate qualification in the area of SEND. All our practitioners have extensive experience of working with pupils with a SEND need, often in a Specialist setting as well as a mainstream one.
- We are able to offer systemic work at Senior Management level and across whole settings, in order to offer support for Inclusive Quality First teaching and learning and Social Emotional and Mental Health and well-being, thus improving the offer and outcomes for all pupils, inclusive of those with additional needs. This bespoke consultancy approach is considered to be an extremely effective working model.
- We are able to analyse data and dashboards, thus bringing a focus to discussions around whole school SEND, attendance, suspensions and permanent exclusions. These discussions can help us to plan the work which will best support your setting.
- We work on a Consultation model, following the Assess Plan Do Review process. Initial involvement around a pupil, group or cohort will usually start with a Consultation, involving parents/carers, school staff and other representatives where appropriate. The voice of the child is at the heart of everything we do. Observation and formal assessment may also be needed and if training is identified as a gap we will be able to provide this or signpost to it.
- The TESS offer involves the whole team in respect of drawing upon the myriad of experience and expertise within it. The named Link teacher is the main professional for school but there is also the opportunity to offer bespoke support in most areas of need and with the staff who have that expertise. In other words, you may have one Link Teacher but you are actually being offered the wealth of knowledge and experience of all.

- One example of this would be that you may have a pupil who needs intensive literacy support. Your Link teacher would be able to refer this on to a member of the team who has an SPLD /Dyslexia qualification and the expertise to enable her to support from a position of significant knowledge. Or perhaps to offer one to one tuition. This would be the case in terms of Maths needs too as we have staff who are highly trained in Maths Recovery and dyscalculia. Similarly, there may be a group or cohort of students who have significant SEMH needs and are possibly at risk of exclusion. Again this could be referred on to a member of staff whose considerable experience would be able to match that specific need.
- TESS teachers and Senior staff attend EHCP panel, Exceptional Case panel, Emotionally-Friendly Schools panel, Resourced Provision Panel, Autism panel and the Neuro-developmental pathway. This gives us in-depth insight into the systems in place in Wigan and also provides a Quality Assurance role for schools.
- We work with Governors, Foster Carers and Parent Carer forum.
- We have strong links with other agencies in the Authority and find that this facilitates joint thinking and co-operative working which, in turn can only benefit our schools.
- TESS senior leaders have direct involvement in strategic planning in the authority i.e. the Education Strategy 2020-2030 (Excellence For All), the current SEND Transformation Plan, the High Expectations for All folder etc
- We are constantly reviewing our own CPD and respond to current initiatives and thinking around SEND.
- We will consider suggestions of additional training if we do not currently offer it. We can be very flexible and hope to accommodate each school's needs.
Training is provided at a competitive rate for Wigan schools who buy in to the Service.

TESS Link Service Support can include:

- Support/Involvement for individual learning/SEMH needs using: Observation, Consultation, formal and diagnostic.
- Assessment.
- Strategic planning with SENDCo, SLT for whole school SEND.
- Bespoke training for school staff, Governors and Parents.
- Training for all schools across the authority in Dyslexia/Learner Friendly Schools, at no additional cost.
- A variety of training across the authority in Social, Emotional, Mental Health needs at no additional cost.
- Workshops for parents/carers re Literacy, Numeracy, SEMH.
- Drop-In Surgeries for school staff.
- Newly Qualified Teacher / Recently Qualified Teacher support.
- New SENDCo support including training, statutory paperwork guidance, school reviews etc.
- Termly Inclusion Network meetings for SENDCos and Inclusion Managers.
- Annual Inclusion Conference for SENDCos, Inclusion Managers and other interested parties.
- Option to commission Specialist teachers and practitioners.
- Demonstration lessons.
- On-going coaching and support following training courses.
- Intervention monitoring and Quality Assurance.
- Support for the development of Policies such as Relationship Policy, SEND Policy.
- Attendance at Early Help meetings.
- Pastoral Support Programmes: meetings and reviews.
- Children in Need Meetings.
- Welfare training.
- TA training.
- Support for Nurture Groups.

- Specific training for licensed programmes of intervention ie Sounds-Write (this also includes two follow-up sessions post training), Maths recovery, Team Teach.
- Big Picture meetings.
- Re-Integration Big Picture meetings.
- Training Audits and Reviews.
- SEND Audits and Reviews.

This is an example of the type of training that we can provide:

1:1 Positive Behaviour Support
ADHD
A Graduated Approach
Attachment Theory
Autism Awareness
Supporting Reading
Classroom Strategies to Develop Working Memory
Comic Strip Conversations
De-escalation Training
Dyslexia Friendly Strategies
Early Number, Multiplication and Division Skills
Introduction to Dyscalculia/Maths Difficulties
Supporting Speech, Language and Communication in the Classroom
Maths Recovery in the Classroom
Maths Recovery Cluster Meetings
Maths Recovery Intervention Programme
Motor Co-ordination Awareness

Multi-Sensory Maths Teaching and Learning
Recently Appointed SENDCo Training
Promoting Positive Behaviour at Lunchtimes – Practical Strategies for Support Staff
R Time
Reading Between the Lines
SENDCo Inclusion Network Meetings
Sensory Sensitivities
Sounds-Write – 4 day training course
Supporting Transition for Children with Complex Needs
Supporting Y4 with Learning Times Tables
Team Teach – Foundation Course
Theory & Practice of Nurture Groups
Trauma Informed Schools