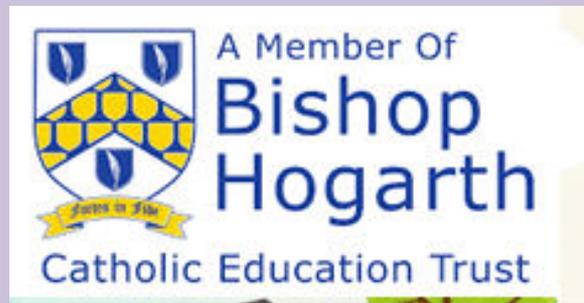


St. Wilfrid's RC Primary School
SEN Information Report
(and contribution to LA SEND Local Offer)



“A school family, growing together in
Love, friendship and faith”



Commitment

- At St Wilfrid's we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.
- Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEND.
- At St Wilfrid's we have appointed a Designated Teacher for Looked after Children who works closely with the SENCO to ensure all teachers in school understand the implications for those children who are looked after and have SEND.
- At St Wilfrid's we ensure that all pupils, regardless of their specific needs make the best possible progress.

Commitment – Admission Arrangement

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure any the school can meet any needs appropriately.

Full details of the admission arrangements can be found on our website.

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented.

Key Policies

All of our school policies can be found on our website but the most important ones for parents of children with SEND are listed below:

- SEND Policy
- Equality Policy, Statement and Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Medical Needs policy
- And/or any other relevant school policies can be found on the [policies](#) section of the school website

Our Core Offer

- At St Wilfrid's we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.
- Class teachers are responsible for the progress of every child in their class and this includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.
- At St Wilfrid's, all children are encouraged to participate in different activities to the best of their ability. Where necessary, adjustments are made to the physical settings, eg by providing different seating arrangements or adjusting the furniture to accommodate special needs. Support will be allocated where necessary in order to provide children with the additional help they need, while still promoting independence skills.

Core Offer – In the Classroom

- **Consultation with Children and Young People with SEND**
- Teachers/SENDCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENDCO. The children have regular meetings with support staff to discuss their progress and support.
- Pupils are encouraged to give feedback on their outcomes and respond to them during review meetings. They are also asked for their views, interests and hobbies in order to build up a comprehensive pupil profile.
- **Consultation with parents and carers of children and young people with SEND**
- We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.
- There is a range of ways this can be done, for example:
 - Termly parents/ carers evenings;
 - Ongoing discussions with a class teacher and/or SENDCO;
 - An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
 - Through a review of a child's SEND Support Plan or the Annual Review of their Statement of SEND or EHC Plan.

Core Offer – In the Classroom

All of the staff in school take an active part in getting to know the pupils really well in order to establish where their barriers to learning lie. They provide the most appropriate work to enable all children to make the most progress with their learning. Teachers use lots of different strategies to remove barriers for learning for every child.

Examples are:

- Differentiated learning materials
- Access to ICT and Technology
- Additional in class support
- Additional out of class support (small group or 1:1 support)
- Many enrichment and enjoyment opportunities to stimulate and motivate learning such as music lessons.
- Flexible groupings – including small group support work
- An innovative, engaging and supportive curriculum
- Consistency across all staff including the appropriate use of rewards and sanctions
- Assessment procedures that emphasise pupils' strengths and achievements
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate.

Core Offer – Pastoral, Medical Support

- All staff are involved with ensuring that all children with pastoral, medical and social needs are met adequately. Support is available from the Head Teacher, class teachers, teaching assistants (TA's), the school learning mentor and staff in the school office.
- Ongoing needs are monitored and reviewed by the class teacher, Learning Mentor and parents. Parents are encouraged to liaise closely with the class teacher in order to keep staff informed as to any changes occurring at home. Where new situations of pastoral, medical or social needs arise in school, the class teachers keep a thorough chronology for each child, recording anything which may be useful for future discussions with other agencies on the school CPOMS system.
- Children can express their views in a variety of ways, such as through their school council representative, class teachers, TA's or the learning mentor.

Core Offer – Equality

We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school. St Wilfrid's School prides itself on being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.
- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.

Core Offer – Equality Continued

- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

Core Offer – Staff and Governors

St. Wilfrid's has a wealth of expertise from its staff over and above the qualifications needed for their jobs. Specialist services are always used when the need arises and the school feels it needs more support or advice to ensure a child fulfils their potential.

- All teaching staff have Qualified Teacher Status (QTS)
- 8 staff are Higher level Teaching Assistants (HLTA)
- All our TA's hold a level 3 qualification

The following is a snapshot of our expertise, but is not an exhaustive list:

Expertise in School

- Head Teacher Miss Sands
- SENDCO – Mrs Shaw
- Deputy SENDCO – Mrs Roxborough (SENCO Award University of Wolverhampton 2011)
- Learning Mentor – Miss Pratt
- SEND Governor – Ms Shaughnessy
- Speech & Language – Mrs Rudd

Expertise in School continued

- Qualified First Aid Staff
- Epi-pen trained – All Staff
- Asthmas trained – All staff
- Phonics programmes: Sounds Write
- Nessy
- Support for children who have needs on the Autistic Spectrum
- Termly SEN update training for SENDCO from the Local Authority SEND Team
- ADHD awareness training
- Team Teach covering de-escalation techniques
- Precision Teaching
- Makaton Training
- Speech and Language training including Speech link, Language link, BLAST and NELI
- Lego Therapy Training
- Clicker Training
- Now and next boards, visual and visual timetable from Educational Psychologist

Core Offer – External Support

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child
- **St Wilfrid's work closely with:**
 - **Durham County Council Educational Psychology Service**
 - **NHS Occupational Therapy**
 - **NHS Speech and Language Therapy**
 - **Durham SEND Information, Advice and Support Service**
 - **Visually/Hearing Impaired Service**
 - **CAMHs – Child and Adolescent Mental Health Service**

Identifying SEND

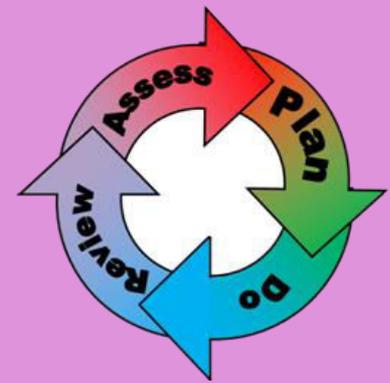
Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

We follow a graduated support approach, which is adopted by most schools, the graduated approach recommends a cycle of “Assess, Plan, Do, Review”.

This means that we will:

- **Assess** a child’s special educational needs
- **Plan** the provision to meet your child’s aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

Assess



- Identification – Your child will be identified as having SEN and/or a disability if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority.
- We will begin support by involving you and your child in exploring possible barriers to learning together.
- Observations and assessments will then be carried out and, if required, input from specialist services may be sought with your permission.
- We will then draw up a support plan (SP) for your child and they will be added to the Special needs register to allow us to monitor their needs closely. These will be reviewed and updated termly.
- EHCPs (Education, Health and Care Plans) will be used when a child's needs are deemed more complex and require the input from a range of outside agencies. This could be in the form of Educational Psychologists, Occupational Therapists or other professionals with an area of expertise, e.g. Autism. An EHCP helps to determine the level of educational, social and health support the child needs.
- **If you are concerned about your child's progress or that your child may have SEN and/or a disability, please contact our SENCO Mrs Shaw on 01388 603451.**

Plan



Our procedures are in line with the [SEN Code of Practice \(2014\)](#).

The first point of contact is the class teacher, who has overall responsibility for the welfare of your child. Additional provision is planned carefully and overseen by Mrs Shaw, the SENDCO (Special Educational Needs and Disabilities Co-ordinator). It is implemented by a skilled team of teachers and supported by experienced teaching assistants.

SEND Resources

At St. Bede's we have an extensive range of different SEND resources and interventions available. These are closely matched to the needs of our children and their progress is monitored by the class teacher, the SENDCO, staff with specific curriculum responsibilities and TA's.

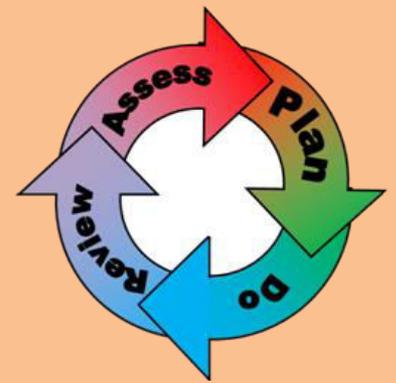
Where provision does not result in adequate progress, as outlined in the SEN Code of Practice, the SENDCO (Mrs Shaw) will be consulted for advice.

Do



- Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class.
- Daily planning takes into account individual children’s needs and requirements and is annotated and adapted according to need.
- Differentiation is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.
- Grouping arrangements take into account the different skills and abilities of each child. This ensures that learning is maximised.
- Additional adults are used to help groups and individual children with the long term goal of developing independent learning skills.
- We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home. This is done through our open door policy, parents evenings as well as when support plans are updated.

REVIEW

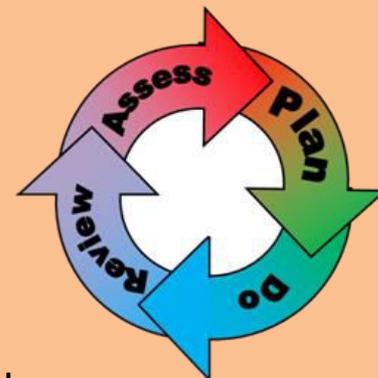


If despite all steps taken, good progress is still not being made we will refer back to our graduated approach and increase/change support whilst continuing to monitor and review progress. It may also be necessary, at this stage, to consult with the expertise and specialist services secured by the school.

Consultation sessions are held in the Autumn and Spring terms where you can meet your child's teacher to discuss and look at their work in different subject areas. A further opportunity is provided in the Summer term for you to discuss your child's end of year report.

Parents that have children on the school's SEN Support Register, are also invited to give feedback and discuss support plans termly. Of course, if you would like to meet Mrs Shaw or your child's class teacher at any point during the term, this can easily be arranged.

REVIEW



For every child who is in the care of the Local Authority, (a looked after child - LAC), a Personal Education Plan (PEP) will be devised. This Plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements.

If your child has an EHC plan, you will be invited to an annual review of this plan.

Homework is given in the form of a learning log and your child may have the opportunity to access computer programmes to support their learning at home. You are encouraged to support your child's learning at home.

Home school diaries can be used to support communication between home and school, you are encouraged to use these where appropriate. Please speak to your child's class teacher if you feel this is of benefit to your child.

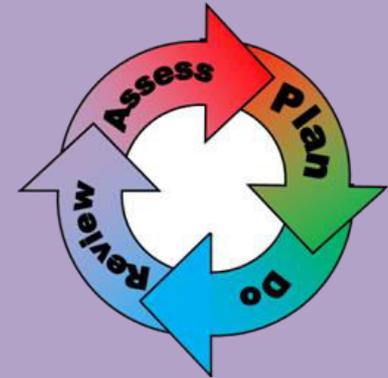
MEETING IDENTIFIED NEEDS

Communication and Interaction

Social, Emotional and Mental
Health Difficulties

Cognition and Learning

Sensory and/or Physical Needs



For many children, their targets will be linked to learning and will often be specifically related to literacy and numeracy. However, for other children they may be related to social interaction, communicating with children and adults or emotional difficulties. The most important factor is that the targets and support provided are particular to the needs of each individual child.

At St. Wilfrid's, we offer many different forms of additional provision, including;

- * additional in and out of class support
- * one-to-one support
- * flexible groupings (including small group work)
- * access to specific resources and learning programmes
- * mentoring
- * counselling
- * access to a wide range of outside agencies.

Communication and Interaction

- Autism
- Speech, Language and communication needs

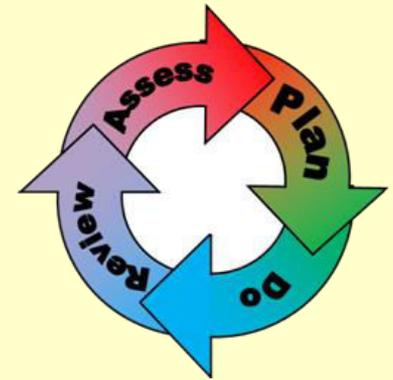


Support is given in the form of:

- Access to small group and/or individualised interventions to develop skills in communication and interaction with others, e.g. Time to Talk, Nursery Narrative, Socially Speaking
- Visual timetables used in every classroom
- Flexible approaches to timetable
- Modifications to lunch and/or break times, e.g. duties, time change
- Access to additional aids/technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions, e.g. advance notice, familiar resources
- Mentoring and/or buddy systems

Cognition and Learning

- Specific learning difficulty
- General learning Difficulty



Support is given in the form of:

- Regular, individually focused interventions, e.g. reading (Beanstalk), phonics (RWInc.), numeracy (Plus 1 & Power of 2)
- Increased access to small group support in class
- Practical aids for learning, e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, individualised success criteria
- Increased access to ICT programmes, e.g. Lexia
- Flexible groupings
- Access to technical aids e.g. spell checker, ICT software and/or hardware
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum/delivery adaptations to meet the learning needs of individuals
- Frequent repetition and reinforcement

Social, Emotional and Mental Health Difficulties

- ADD
- ADHD
- Autism
- Disruptive and uncooperative behaviour
- Frustration, anger and verbal/physical threats
- Anxiety or self harming
- Truancy

Support is given in the form of:

- Access to time out/individual work area
- Individualised rewards system
- Access to counselling services, e.g. CAMHS, school counsellor
- Increased access to additional adults in and out of the classroom
- Supported transition programme with chosen secondary school
- Opportunities to develop Social and Emotional aspects of learning through small group work, e.g. Social Stories, Lego Therapy



Sensory and/or Physical Needs



- Vision impairment
- Hearing impairment
- Developmental Co-ordination Disorder

- Support is given in the format of:
 - Occupational Therapy interventions e.g. TTOTS, In the bag, Take Ten
 - Movement Difficulty service.
 - Concrete apparatus available to support learning, e.g. Numicon materials (numeracy)
 - Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
 - Sensory resources available e.g. wobble board, headphones/ear guards, individualised work stations, Sensory tent.
 - Access to support for personal care, e.g. school nurse service

Accessibility

With due regard to our admission policy, parental choice and accessibility of the school building all children with special educational needs who apply will be accepted by the school. [Admission Policy](#)

- All of the school site is fully wheelchair accessible.
- Disabled toilet facilities are located near the school hall.
- Communication with parents whose first language is not English is supported by advice from the Local Authorities EAL (English as an additional language) team.
- All families whose first Language is not English can communicate with staff through Class dojo, which has a translate option when sending private messages.

Activities Outside of School

- St. Wilfrid's is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child to be educated alongside their peers. This may include extra staffing and/or equipment.
- Staff who are arranging an offsite trip will discuss with parents and the SENDCO any requirements needed and the suitability of any trip which the school is taking part in.
- We will not stop your child from going on a trip due to their special educational needs and/or disability if the trip is suitable for your child and their safety and the safety of others is not compromised.
- The Head Teacher (Miss Sands) oversees all trips to ensure children are safe and included where possible.

Medical

- On site medical support is provided by our qualified First Aiders including emergency and paediatric first aid.
- Staff are trained in the administration of Epi-pens and have attended training by the school nurse service to raise awareness of asthma.
- We have a comprehensive policy covering the administration of medicines in school.
- Children who have more severe medical conditions have detailed care plans which are devised in consultation with parents, school staff and medical professionals. These plans are kept in class and are shared with all members of staff as required. A copy of the plan is also available in our Medical file held by Mrs Stephens in the school office.

Moving Up, Moving on ...

Transition to Secondary School

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

How we will support children with SEND when they are moving on to another class or leaving this school:

At St Wilfrid's we recognise how important a successful transition is to our pupils with additional needs. We work in partnership with our feeder secondary schools to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of additional visits for pupils, one to one / small group working with secondary school staff or pupil mentoring from secondary schools.

The period of transition depends on the individual needs of the pupil. If it is felt appropriate secondary school colleagues will attend Annual Reviews to meet the current class teacher, parents and most importantly the pupil. We have found this strategy particularly useful in easing any worries or concerns parents and pupils may have. We are particularly keen to involve parents/carers as much as possible in their child's transition to secondary school. School staff will take opportunities to work alongside parents/carers to visit secondary schools in advance of secondary placement applications being submitted to the Local Authority. This ensures parents/carers can make the most informed placement decision for their child. When a secondary school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process.

Moving Up, Moving on ...

Transition to Secondary School

- We work closely with all secondary schools in the area.
- The majority of our children move on to St. John's School and Sixth Form College.
- The transition process will begin early in the Autumn term of Y6, for some of our more vulnerable children.
- Meetings are held for the transfer of essential information relating to Support Plans, EHCPs, Child and Family Services and pastoral matters.
- Miss Pratt, our learning mentor, works closely with the SENDCO and Y6 class teacher to support children who require additional provision during their transition period.
- We can also support you in organising meetings with secondary school staff if you wish to speak to them personally.
- When reviewing an EHCP for children in Y6, staff from the secondary school will always be invited to the review meetings.
- During the last term, staff from the relevant Secondary school come to meet our Y6 children and in addition to this, our Y6 children attend their chosen secondary school for two transition days.

Moving Up, Moving on ...

Transition to a new school

If your child moves to a new school within or at the end of an academic year, Mrs Shaw will contact the school SENDCO to ensure he/she knows about any special arrangements or support that needs to be made for your child. If necessary a meeting will be arranged with other professionals. She will also transfer all records held for your child to the new school as soon as possible.

Transition to a new year group/Key Stage

Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Individual targets/requirements for all SEND children will be discussed with the new teacher and agreed by Mrs Shaw.

Children who require additional support to ensure a smooth transition to their new class, will be included in a programme supported by the class HLTA/TA.

Evaluation of Impact

The impact of the provision provided has been to improve access to the curriculum for all pupils who have SEND. Carefully planned provision, including short term interventions implemented by school staff, together with expertise secured by school has ensured all children with SEND have been able to access areas of the curriculum that would not otherwise have been accessible to them.

To date, all the children identified with SEND in St. Wilfrid's made progress. Those children who did not make expected progress have been identified through robust pupil progress meetings and SEN reviews. Such children are being further assessed through specialist services and/or given targeted interventions to support further progress.

The data in **table 1** overleaf from the January 2021 census shows the percentage of pupils identified with SEN was above national average in 2 cohorts.

Also detailed overleaf in **table 2** is our SEN progress to date. The children identified as not making at least expected progress are being closely monitored by members of the Additional Needs team and further assessments are being undertaken by Outside Agencies as required. The figures will change to end of year data at end of July 2022.

Evaluation of Impact

SEN Pupil Numbers Compared to National (16th January 2021 – Spring School Census return).

Cells shaded yellow indicate that proportion of SEN pupils in the year group is above national.

Year Group	Cohort	St Wilfrid's RC Primary		National
		No.	%	
Reception	30	2	6.7%	9%
Year 1	27	4	14.8%	12%
Year 2	30	9	30.0%	14%
Year 3	30	7	23.3%	16%
Year 4	26	6	23.1%	16%
Year 5	27	9	33.3%	16%
Year 6	31	10	32.3%	17%
Total	201	47	23.4%	14%

SEN Progress

Figures below are only up to the end of Spring Term.

At least 2 sub-steps of progress is the minimum expectation for end of autumn term. Cells shaded green indicate progress is in-line or better than expectation.

Year Group	Pupil Numbers	% Making expected or better progress (In year assessment)		
		Reading	Writing	Maths
1	2	100	100	100
2	3	66	66	66
3	3	66	66	66
4	6	66	66	66
5	7	71	57	71
6	4	75	50	75

Data will be updated following end of year assessments

Further information to support this document can be found at the following links:

* SEN Code of Practice (graduated response)

<https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to-25-years>

* Local Authority's Local Offer

<https://www.durham.gov.uk/localoffer>

* St. Wilfrid's RC Primary School Complaints procedure

<https://www.st-wilfrids.durham.sch.uk/?s=complaints+p>

Keeping in touch

Miss J Sands – Head Teacher

Mrs R. Shaw – SENDCO

St. Wilfrid's RC Primary School, Murphy Crescent, Bishop Auckland, DL14 6QH

Tel: 01388 603451

Website – www.st-wilfrids.durham.sch.uk

Email – office@stwilfrids.bhcet.org.uk

Carmel Trust website – www.carmeleducationtrust.org.uk

Academy contact - Maura Regan 01325 254525