

St. Wilfrid's
Church of England Primary School
Pennystone Road, Halton, Lancaster, Lancashire, LA2 6QE



Love God, Love Each Other, Love Learning.

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SEN Information Report
February 2023

The following document is the SEN Information Report for St. Wilfrid's C.E. Primary School. It is in keeping with the requirements of the SEND Code of Practice p106, section 6.79

How does our school identify children with Special Educational Needs?

A small number of children arrive at St. Wilfrid's with their SEND (Special Educational Needs and Disabilities) needs already identified. For any child who has already been allocated an EHC Plan, we meet with the SENDO, Portage Service, Pre-school provider and other supporting agencies to enable us to fully implement the support required by that child. Our staff have developed important links with the local Pre-School or other provider in order to discuss any specific needs individual children without an EHC Plan may have. This enables us to provide appropriate support for pupils with SEN or other disabilities from the moment they arrive and where appropriate, we contact external agencies in advance to receive specialist advice. In addition to this, we welcome information from parents and provide opportunities for parents to discuss any concerns that they may have before their child starts school and at any point during their time at St. Wilfrid's. This close parent/school relationship is encouraged, and we work closely to keep parents informed at this early stage to make sure that their child has the best possible start at St Wilfrid's. Any advice from external agencies is always implemented and continued involvement is encouraged so that the child's changing needs are met, therefore complying with Section 69 of the Children and Families Act 2014. Adaptations such as grab rails in the toilet cubicles and easy

access routes to classrooms are just some of the alterations made to allow access to the school for disabled pupils.

Once in school, we identify children with SEN in a number of ways.

A graduated approach: Quality First Teaching

- a) Children will be supported during lessons by adaptation and differentiation. Any child identified with SEND always receive added support in lessons, this can include, extra teacher or TA support, adaptation of resources such as photocopying onto coloured paper for Dyslexics, physical adaptations to the classroom for wheelchair users, differentiated or adapted learning activities so that all children can access the entire curriculum or pre or over-learning opportunities. For children with a disability, information delivery is adapted to improve engagement, eg. Visual support materials given to a hearing impaired child and photocopied sheets given to a child with hand mobility issues so that note taking is not necessary.
- b) Any pupils who are falling significantly outside of the range of expected academic achievement in line with year group expectations will be monitored using our Teacher Intervention Plan system (TIPs).
- c) Once a pupil has been identified as possibly having additional needs they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- d) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- e) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- f) Through (c) and (e) it can be determined which level of provision the child will need going forward.
- g) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- h) Parents will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) The child is recorded by the school as being under observation due to concern of parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

Any child who fails to meet their age related expectations by 2 terms or more, goes onto our school SEN Monitoring List. These children receive extra support and their progress is carefully monitored. Also, children who are currently awaiting an assessment for a diagnosis such as ASD or ADHD also will be on our monitoring list until the assessment has been completed, when they will either move onto our SEN Register or be removed off our monitoring list. Any child who has not met their age related expectations AND has received support or has required advice from an outside agency will be added to the SEN Register. If sufficient progress is made, these children will be removed from the register. Any child with ongoing chronic medical needs such diabetes or physical needs such as cerebral palsy will also be placed on the register. These children will remain on the register as long as they continue to require specialist medical support. Children who receive counselling eg. bereavement, will be placed on our SEN Register for the period of that support.

There are currently 51 children on our SEN Monitoring List and 24 children on the SEN Register.

What types of SEND does our school currently need to provide for?

Special Educational Needs and Disabilities provision can be considered as falling under four broad areas. Since September 2014, these areas as defined in the revised SEND Code of Practice are to be referred to as:

- Communication and Interaction

- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

As a school, we currently provide support to children who have needs ranging across the 4 areas of SEND. During the last and present academic years we have supported children with the following needs:

- Autistic Spectrum Disorder
- Physical Needs
- Speech and Language difficulties
- Emotional and Behavioural
- Learning needs (including dyslexia and MLD)
- Diabetes
- High levels of anxiety
- ADHD
- MH

How do we involve parents and consult with them about their child's education?

- St. Wilfrid's C.E. School offers an 'open door' policy. Our teaching staff and the Headteacher are available most mornings and most days after school for casual conversation or by appointment at other times.
- All parents have two parents' evenings each year – any SEND issues can be discussed and referrals made to the SENDCo where appropriate.
- Each term, the Learning Support Plans (LSP) which include targets and evaluations, are shared with parents who in turn are welcome to share their thoughts and offer feedback to staff.
- There is an annual review meeting for any child with an EHCP (Education, Health and Care Plan), at which the objectives are reviewed and any additional needs are discussed. Meetings for these children are organised termly between the class teacher, parents and SENCO to discuss progress relating to the LSP.
- We welcome feedback from home through our parent and pupil questionnaire.

How do we involve and consult the children about their education?

Children with SEND have the same opportunities to be involved in their learning as all the other children in school – discussing their work, responding to targets and being involved in setting next-step goals. Formal consultation with children depends on their age. Children are encouraged to be involved in their Annual Reviews if they have an EHCP and in reviewing their own termly targets.

How is appropriate support determined for pupils with SEND and how is their progress monitored?

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will be reviewed regularly to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO in consultation with any external agencies as and when required.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. The SENCO reviews termly assessment data and LSP's to monitor progress and attainment.

How are pupils with SEND ensured access to the curriculum?

Pupils with SEND are given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible taking into account the wishes of their parents and the needs of the individual. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Classroom layouts are reorganised for easy wheelchair access as are types and heights of tables so that wheelchairs can fit under more comfortably. When required in EYFS floor-based activities have been moved to table height so that they can be accessed. During breaktimes, extra adult support has been made available so that all children can access the playground and also children have been organised to include disabled friends in games and activities that they can participate in. Where this is not possible, the SENCO consults with the child's parents so other flexible arrangements can be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the local cluster group. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels. Access to all areas of the curriculum for disabled pupils is seen as essential. Even during lessons such as PE, support is provided so that wheelchair-based pupils can

access the activities by TA support or altered use or type of equipment. Specific Speech and Language support is provided across school to individual pupils 3X per week by a TA following specific SALT targets.

How do we adapt the curriculum and the learning environment for children with SEND?

As with all our children, the work for children with SEND is differentiated or adapted to enable all the children to access their learning. The amount of adaptation required, depends on the severity of need. Some examples of the ways in which we currently support children include:

- Creating a personalised learning station within the classroom to support a child with high levels of anxiety. This provides them with a space to be calm and feel peaceful when they are anxious.
- Time-Out activities for children with ADHD who need time out to move and relax before returning to the classroom activity.
- Providing resources such as weighted cushions for children who find periods of sitting and concentration difficult.
- Enabling access to alternative provision for children whose needs are best met in that learning environment.
- Supporting children in small groups or 1:1 who are working on lower year group objectives
- The use of different types of chairs and tables to support a child with mobility difficulties
- Creating an entirely personalised programme of study for a child who is unable to access the curriculum alongside their peers.

What happens to children who have met the exit criteria and no longer need that support?

Some children may need SEND Support for their entire time at St. Wilfrid's School, others, make accelerated progress due to carefully targeted interventions so that their attainment is in line with their peers and they therefore no longer require additional support. As a staff, we use our own criteria to decide whether SEND Support is to be continued. For those children who have made progress and no longer require SEND Support, our own in-house TIPs (Teacher Intervention Plans) tightly monitor progress to ensure that there are no lapses.

How do we support our pupils with SEND as they move on to high school or move to another school?

Any child who has an ECHP or requires special support of any kind has an action plan drawn up at the outset of their final year to ensure a smooth transition to their new school. Professionals from both schools meet together to discuss the child's needs and how they can best be met in the new setting. In some cases, extra transition visits are arranged so the pupil can visit their new school with a member of our school staff. As part of the regular high school transition meetings, SEND pupils are identified and all the relevant paperwork and documentation is passed on. If appropriate, extra visits are arranged or meetings between the two schools and the parents.

How are the staff trained and kept up to date?

All our staff team are First Aid trained which is kept up to date as part of our continuing staff development. Where appropriate staff have received training on specific medical conditions, e.g. diabetes. All staff working with children have attended a range of CPD opportunities e.g. Phonics training, Talk Boost and the Lancashire Reading Intervention Program. The SENCO has half termly meetings with the TAs where training, such as Working Memory, QFT, Quick wins with vocabulary and Motor Skills support occurs.

Which external agencies and support agencies are the school working with?

We are very fortunate to have the support of a wide range of professionals in school including:

- The School Nurse
- Access to Specialist Teacher advice for ASD.
- Speech & Language Therapists
- Occupational Therapists
- CAMHS team
- CANW team
- Barnardo's
- Bereavement Counselling
- Support from LCC Children and Family Wellbeing Service
- Educational Psychologist

This 'joined up' approach works extremely well for parents, teachers and children by promoting a coordinated way of supporting children with SEND. Through close liaison between teachers, SENCO and Pastoral Support Worker, we will continue to work hard to ensure families are given the support they are entitled to from Social Care.

How do we know if what we provide for the children is effective?

The progress of children with SEND is monitored by the class teachers, the SENCo and the Assessment Co-ordinator and where appropriate the Pastoral Support Worker. Good progress is evident in intervention data as well as in the school tracking data. Regular feedback from the Educational Psychologist as well as other professionals who work with us in school, is always positive and highlights the pleasing progress children at St. Wilfrid's make.

How are the school's resources allocated and matched to the children's SEN and disabilities?

In order for our SEN children to make the best possible progress, specific funding is allocated from the School Budget. This funding is used to assess the children's needs and support their learning through:

- EP involvement.
- Extra TA hours to support individuals and small groups.
- Resources
- Support and advice from outside agencies.
- CPD for all staff.

How are the children with SEND enabled to take part in all the activities available at school?

In line with our Equality Policy, all children are included in all parts of the school curriculum and we aim for all the children to be included on school trips and in sport and music activities. We will provide the necessary support to ensure that this is successful and where appropriate, we will discuss any special arrangements with parents ahead of the event, including those with a specific disability. In some cases, it might be appropriate for a parent/carer to accompany a child on the trip depending on the child's needs. A risk assessment using Evolve is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment wherever possible. We offer a wide range of after school clubs and we aim for these to be as inclusive as possible.

How do we support children with emotional and behavioural difficulties?

We have a clear Behaviour Policy which is applied consistently by all members of staff. If a child needs any adaptations to be made due to their needs, this is done through a consultation with parents and staff. Additional systems will then be put in place accordingly. Our Pastoral Support Worker works closely with children with additional emotional or behavioural needs. She liaises with parents and offers help and advice where necessary. When necessary, liaison with Stepping Stones helps support pupils and staff with advice and referrals to other outside agencies and Pathways ensures the needs of all our pupils are being met. Those waiting on the pathways for ASD and ADHD assessments are signposted to additional support.

How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

The school Anti-Bullying Policy clearly sets out school's position on dealing with all forms of bullying, including online bullying and peer on peer abuse. The policy is explained to all children in a child friendly way so that all children know what to do and who to talk to should anything happen that they don't like.

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

We work very closely with the families and carers of children who are in the care of the local authority. The children's progress is monitored closely and interventions are carefully targeted to ensure exactly the right kind of support is in place. We engage fully with any reviews held to support the children and we ensure that we access any additional support or provision they might need.

Roles and Responsibilities

- The person responsible for managing SEND provision in school is Angela Rowe who is a member of the SLT.
- SEN Governor: Mary Stoneham
- DSL: Claire Weymouth/Angela Rowe
- CLA: Claire Weymouth

What should I do if I have a concern or complaint about the provision for my child?

In the first instance, parents or carers should speak to their child's class teacher and or the SENCo. If the situation is unable to be resolved at this stage, it should be referred to the Headteacher and after that the SEND Governor Mary Stoneham.

The school has adopted the LCC Complaints procedures. A full copy of this is available in school and on our website <https://stwilfrids-halton.co.uk/>

Where can I find information about the authority's Local Offer?

Our school's Local Offer can be found on the school website: <http://www.st-wilfrids.lancs.sch.uk/download/file/Local.Offer.St%20Wilfrid's.September%202016.pdf>

The authority's Local Offer can be found at: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

