



St. Wilfrid's C.E. Primary School  
S.E.N.D Information Report

## **Our school's approach to supporting pupils with SEND**

At St. Wilfrid's CE Primary School, we promote and celebrate the love of learning, high aspirations and standards for all our children. We aim to develop their knowledge, understanding and skills in order for them to achieve their full potential through quality first teaching in all of our classes. We believe that all children can achieve and endeavour to provide opportunities and the provision needed for them to be successful. We recognise that from time to time, some children require additional support for some, or all of their time at St. Wilfrid's. If a child is identified as requiring additional support, St. Wilfrid's follows the graduated approach to monitor and support their learning. This consists of a cycle to review, assess, plan and do; this process underpins how our provision is delivered and monitored.

## **Catering for different kinds of SEND**

St. Wilfrid's provides support in all areas of special educational need or disability. These areas are:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and physical.

## Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Miss Kelly Newton	Special Educational Needs.	B.Ed (Hons). NASENCO Award.

## The SENCO

Name of SENCO	Email address	Phone number
Kelly Newton – Senco	<a href="mailto:sen@st-wilfrids.manchester.sch.uk">sen@st-wilfrids.manchester.sch.uk</a>	0161 681 1385
Victoria Steel – Assistant Senco		

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## Securing and deploying expertise

At St. Wilfrid's, all our classes have a class teacher plus at least one, but often two, other members of staff. This supports our ethos of quality first teaching and enables targeted groups of children to be supported across the curriculum. In addition, we are able to deliver specific intervention for individual children or small groups of children, where necessary. Although support staff are usually assigned to one particular class, there are times where they may be deployed to work across year groups when providing support to address a particular need.

Where staff have a particular expertise, they will be assigned to work where this will be put to the best possible use.

There is also a Learning Mentor onsite; Mrs. Holt works with identified children but is also available for referral and support where necessary.

The Senco and Assistant Senco are always available for consultation with colleagues, parents and outside agencies.

## Equipment and facilities

St. Wilfrid's have a good stock of technology including iPads and laptops which are shared across the school. This enables all children to have access to a wide variety of online support and, where necessary, intervention for children with specific areas of need, such as dyslexia.

We also have qualified sports coaches who work with the children at lunchtimes to provide support exercise, communication and mental health.

There is a reflection room/ quiet space for children to use as required.

We have practical equipment such as wobble boards and sensory lights/ sensory toys.

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## Identifying and assessing pupils with SEND

Identifying need can be complex and there are a number of signs that may alert a teacher or parent to seek support. St. Wilfrid's staff are very vigilant and our philosophy is one of early identification and intervention.

- In the first instance, a child would be referred to the SEND team; they may be referred through the teaching staff or their parent.
- From here, a team will meet to discuss needs and decide on action.
- After an agreed time – usually around 6 weeks – the team will meet to discuss and assess the impact of their agreed action. At this point, it will be decided if the child will be added to the SEND register.
- If after a given amount of time and intervention, the team agree that the child may need continued or more specialised support, they may then decide to contact outside agencies for further referral.

Once on the SEND register, each child will have an individual learning plan to outline the support and intervention that child receives.

We will then continue to follow the 'assess', 'plan', 'do', 'review' cycle.

Parents are included in every step of the process and kept informed of their child's intervention, support and progress.

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## Consulting with pupils and parents

### Parents and Pupils

We have an 'open door' policy at St. Wilfrid's and parents are welcome to contact the Headteacher, class teachers and members of the SEND team at any point.

Teachers meet regularly with the SENDCO to discuss their concerns so that support can be put into place quickly and contact with parents/carers can be made swiftly, where necessary. Furthermore, should parents/carers have concerns about their child they can contact the school.

As part of our SEND cycle, we meet with parents of children with additional needs every term.

We have two formal Parents' Evenings each academic year and parents receive a yearly written report annually.

Parents play an important role in supporting their child's education and development and it is vital they take part in these Parents' Evenings and review meetings and support their child at home.

If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have special educational needs (SEND) and be placed on the SEND register. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record

### In addition

Pupils are regularly consulted for their views about school.

They have a say in the type of support they receive.

Children are consulted by subject leaders to give their thoughts on specific areas of the curriculum.

The School Council represent the views and thoughts of their class.

## Involving key stakeholders

As part of our support for all children in school we have regular opportunities to consult with and work alongside services and health agencies. Professionals we may consult with include:

- Our school nurse, who may help to put a care plan in place around medical needs.
- A speech and language therapist who can advise on strategies from home and school and may suggest assessments.
- Our Educational Psychologist who can suggest and complete assessments and offer advice and strategies.
- Behaviour support professionals who give advice and strategies if required.
- Outreach support who are professionals from specialist schools and offer advice and support.
- High school SENDCOs who are involved throughout the transition period from primary to secondary.

In addition, St. Wilfrid's has close links with the Governing Body and in particular the SEND Governor Mrs. K. Graham. We have regular meetings with our SEND Governor and provide written reports to the full Governing Body.

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Additional information from Manchester City Council, SEND Local Offer:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

## Progressing towards outcomes

The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The support plan, strategies and progress will be reviewed termly. External agencies and specialists may also review your child's progress and adapt their planning accordingly.

We also:

- Review pupils' individual progress towards their learning plan targets each term
- Review the impact of interventions regularly
- Monitor by the SENDCO
- Use learning plan reviews to measure progress
- Hold annual reviews for pupils with EHC plans
- Communicate with pupils and parents regularly to ensure they are happy with current provision.

## Transition

We recognise the two key points for students in terms of transition are:

The move from Early Years to primary education and the move from primary to secondary education.

We have a comprehensive programme at both of these times, with opportunities for nursery pupils to experience life at St. Wilfrid's through Stay and Play sessions in the summer term and a staggered transition period at the beginning of the year. Our Foundation staff also make home visits before children start here in order for us to meet the families and gain detailed information about the children. In the transition to secondary education we support our SEND learners by arranging additional visits to all the secondary schools during the summer term before students start in Y7 in September, giving them an insight into lessons, teaching and socialisation.

## **In Addition:**

We liaise closely with the school or nursery from where your child will transfer.

We have discussions with the relevant staff members on any individual needs and how best to support your child in our school.

Teachers meet annually to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and best support strategies.

We plan to ensure there is a smooth transition from St. Wilfrid's to your child's secondary school of choice.

If your child has an EHC plan, we will participate and/or facilitate its review in sufficient time prior to their moving between key phases of education.

You will be kept informed of these arrangements and asked to attend the reviews.

## **Teaching approach**

Teachers are accountable and responsible for the progress and development of all the pupils in their class. Quality first teaching is our first step in responding to pupils with SEND. This will be differentiated for individual pupils. We also provide the following interventions and more:

- One to one additional reading
- Guided reading inference support
- Spelling support
- Fine motor skills
- Gross motor skills
- Memory games
- Lego therapy
- Social communication support
- Speech and language support



## **Adaptations to the curriculum and learning environment**

All children have access to the full curriculum. Below are some examples of adaptations we make to ensure that all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able access it.
- Adapting our resources and staffing.
- Using recommended aids.
- Differentiating our teaching by giving longer processing time.
- Pre-teaching vocabulary.
- Differentiating instructions by reading them aloud and giving step by step instructions.
- Supporting children during unstructured times in school.

We have two adapted toilets. Corridors are wheelchair accessible and there is a ramp to the main playground

## **Inclusivity in activities**

All of our extra-curricular activities are available to all our pupils, including our before and after-school clubs.

All children are included in all parts of the school curriculum and we aim for children to be included on school trips; we provide the necessary support to ensure this is successful.

A risk assessment is carried out prior to any off site activity to secure everyone's health and safety.

We also provide on-site learning opportunities from outside providers to enhance areas of the curriculum.

All pupils are encouraged to go on our residential trip to Robinwood.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND.

## Supporting emotional and social development

St. Wilfrid's has a Learning Mentor and her role is to support children with social and emotional needs across the school.

We have a range of specific intervention programmes which support a wide variety of difficulties ranging from emotional regulation to bereavement.

Within school, the rights of every child are promoted through assemblies, Philosophy for Children, our PSHE curriculum and our school ethos.

We have a zero tolerance for bullying.

Children are aware that they can speak to any adult in school that they feel most comfortable with. Any issues are dealt with swiftly.

(Please see our school anti-bullying policy for more information along with our Safeguarding policy.)

There are a number of services that school accesses in order to promote the well-being of individuals. These include:

The school nurse.

Child and adult mental health services.

Child and parent services.

Paediatrician.

Educational psychologist.

Outreach support from specialist provision.

## Evaluating effectiveness

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress

## Handling complaints

Complaints about SEND provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

## Local Offer

Manchester City Council: Local Offer for children with additional needs.

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

## Named contacts

Name of individual	Email address
Mrs. S. Brereton Headteacher	<a href="mailto:head@st-wilfrids.manchester.sch.uk">head@st-wilfrids.manchester.sch.uk</a>
Miss K. Newton Senco	<a href="mailto:sen@st-wilfrids.manchester.sch.uk">sen@st-wilfrids.manchester.sch.uk</a>
Mrs. V. Steel Assistant Senco	<a href="mailto:sen@st-wilfrids.manchester.sch.uk">sen@st-wilfrids.manchester.sch.uk</a>