

## St Wilfrid's CE Primary School: SEND Information Report

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.

We believe that all children can achieve and endeavour to provide the provision needed for everyone to be successful. We recognise that from time to time some children require additional support for some or all of their time at our school.

This SEND Information Report informs you of the type of support we offer at St Wilfrid's and will inform you of how to access this support.

The school provides support for a range of special needs which are put into four new broad categories. These are;

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

### Who are the best people to talk to about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

The SENCO, Your child's Class teacher, The Headteacher.

The Headteacher at St Wilfrid's CE Primary School is: Mrs Brereton

The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will delegate the responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.

The SENCO at St Wilfrid's CE Primary School is: Miss Newton

The SENCO is responsible for ensuring the inclusion policy is put into practice by:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing and the progress they are making
- Working with parents and carers to try to help with issues around their children's wellbeing in school.
- Helping parents and carers with other parenting issues.
- Working with parents and carers to try to make sure that children are getting the most out of school and are safe and happy.

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring, evaluating and reporting on special educational needs provision to SLT (Senior Leadership Team)
- Reporting to Governors about the progress of SEND pupils.



### **Classteacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing plans, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school supported appropriately to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.



**The named Governor for SEND is: Lord Martin Matthews**



## **Teaching and Learning**

**Different types of support are available for pupils at St Wilfrid's**

**Quality First Teaching – All children, no matter what their ability is receives high quality teaching which is highly differentiated for individual needs.**

For your child this will mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- A range of different strategies are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.
  - Access to an appropriate classroom learning environment matched to the needs of the pupils
  - A differentiated curriculum which is matched to the needs of all of our learners
  - Access to a range of resources used to support your child individually and in groups.
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### **Small Group Work & Targeted Interventions**

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, it may be

- Run in the classroom or outside.
- Run by a teacher or teaching assistant who has had training to run these groups.
- This support will be targeted to the needs of the individual child and monitored closely to measure the impact and the effectiveness of the group.

### **One to One Support**

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHC). This means your child will have been identified as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

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### **SEN stages**

The Special Educational Needs and Disability Code of Practice 2014 gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach. Parents will be consulted at all stages of this graduated approach and staff will inform you of the additional work they do with your child.

Class teachers will assess your child to identify their strengths, needs and the extra help they require. If they need extra or different support than most children their age they may be placed at SEN support.

**SEN Support** replaces School Action (SA) and School Action Plus (SA+)

This support may involve extra help from a teaching assistant in class, small group or individual support out of class or alternative resources such as a visual timetable, ICT access, visual prompts and cue cards.

If your child continues to have difficulty even with this extra support, we will seek professional advice from: Speech and language therapists, visual/hearing impairment teachers, health professionals, Educational psychologists.

Children who are on the SEND register will have personal targets and a One Page Profile. The children, parents and teachers will all contribute to the One Page Profile which will support a person and family centred approach.

## **EHC – Education Health & Care Plan**

If your child's needs are complex or severe we may suggest that we ask the Local Authority for a Statutory Assessment. New 0-25 Education, Health and Care Plan, will replace the current system of Statements and Learning Difficulty Assessments. The EHC will place your child at the centre of the plan and will reflect the child or young person's aspirations for the future, as well as their current needs. EHC's usually involve the Local Authority providing extra resources to help your child. These could include money, staff time, special equipment and attendance at a school with specialist resourced support. This additional provision will be reviewed annually or sooner if required and would include parent, teacher, SENCO, pupil and healthcare professionals involved with the family.

## **Staff available to support pupils at St Wilfrid's**

We have an experienced team of staff who support and meet the needs of all our pupils, whether it be their academic Social or physical needs. Our team includes Teachers, Higher Level Teaching Assistant, Learning Mentor, Teaching Assistants, Sports Coaches. In addition to our staff team we work closely with the School Health Team, Speech & Language therapists and CAMHS (**Child and Adolescent Mental Health Service**). We also buy in additional services such as Play Therapy and Educational Psychologists.



## **Annual Reviews**

### **Annual reviews**

Everyone involved with a child with a Statement of Special Educational Needs or an EHC (Education, Health and Care Plan), parents, carers, teachers, therapists, teaching assistants are invited to the Annual Review meeting, which are held once a year. A representative from the LA (Local Authority) will also be invited. All professionals working with the child will be invited to the annual review, if they cannot attend, it is anticipated that they will forward a report that can be shared at the meeting. The meeting will involve discussion of the child's progress, whether targets in the Statement are being met, and whether any changes are needed to the Plan. It is a good opportunity to celebrate success and share any concerns.

### **Termly Reviews**

For those children who are on the SEN register their parents are invited each term into school to discuss their child's targets and the progress they are making towards achieving them.

## **Keeping Children Safe**

### **Risk assessments**

Risk assessments are planned for very specific reasons to keep children safe they include: Risk assessments may be for Educational visits, Administering medicines, Behaviour of individuals, Visitors or events in school and School premises amongst many others.

Risk assessments are carried out in accordance with statutory requirements and in line with school policies on a regular basis. Staff are trained in accordance with their roles and responsibilities across the school and are named in respective policies.

## Safeguarding Procedures

All external gates will be locked at 8.55am and will not be reopened until the end of the school day. If children are late they must enter via the main entrance where they will be escorted to their class by a member of staff.

If your child is absent please ensure you phone the school to inform the office of reasons for absence. School Office: 0161 681 1385. For safeguarding procedures if school is not aware of the reasons for a child's absence Mrs Harrison or Mrs Martin will phone parents and carers.

A designated child protection officer is always on site.

**The Child Protection Team: Mrs Brereton, Mrs, Clarke, Mrs Taylor and Mrs Martin**

## Health

### Health

Children's eyesight and hearing are checked during their time in Reception and we work closely with our school health team for any health related concerns for any of our children up to Year 6. Personal care plans for illnesses are written by the SENCO in conjunction with medical professionals and shared with staff as necessary. Some staff are trained to carry out specific medical tasks such as administering an Epi Pen. We have seven members of staff who are fully trained first aiders in school.

If your child has a medical condition such as an allergy to nuts, asthma, diabetes or epilepsy it is important that you tell us about it. We will meet with you to discuss your child's health needs and do all we can to support your child. It is very important that your contact information is kept up to date as in an emergency we will need to contact you.

More detailed information about health can be found in our policy for supporting children with medical conditions. **Medical emergencies** are dealt with in a calm and sensitive manner.

**Our First Aiders are: Mrs Goodwin, Mrs Kennedy, Miss Powell, Miss Pointon, Mrs Bulwich, Mrs Instone, Miss Lawson and Mrs Harrison.**

## Communication with Parents

The school has an 'open door' policy and parents and carers are encouraged to drop in although an appointment is advised if they wish to speak to someone in particular to ensure they are available to meet with you.

We send out weekly newsletters out on a Friday to keep the parents up to date and to celebrate achievements that week. We have two formal parents' evenings a year giving the parents the opportunity to see their children's books, and discuss their child's progress. Each term parents will receive a report on their child's learning & progress, behaviour & attitude to learning and attendance.

For children on the SEND register review meetings are held every term to discuss their targets and future action. Parents are play an important part in these reviews and it is vital that parents attend and support their children at home.

If you have any concerns that your child may need some additional support or have SEND please speak to their class teacher as soon as you can. They will be able to advise you and to discuss your child's needs further with relevant staff if you both feel that this is appropriate. The SENCO, Miss Harrison is available to meet with you to discuss your child's progress or any concerns/worries you may have. She will discuss any new assessments and ideas suggested by outside agencies for your child. All information from outside professionals will be discussed with you. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

We also run parent workshops each with a different focus, for example, SEND reform updates, Phonics, Key Stage 1 SATs, Key Stage 2 SATs, Nursery/ Reception focus.

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### **Pupils new to school**

Meetings with pupils, parents/carers and other professionals are held in school prior to admission. At this meeting families have the opportunity to meet key staff. Relevant information is passed at this point to ensure a smooth transition and maximize the pupils learning, health and wellbeing

## **Help for Families**

Parents are encouraged to contact school in relation to any support or advice they may need. At St Wilfrid's we have a strong team in place who can offer support for families. Mrs Fox (Headteacher), Miss Harrison (Assistant Head/SENCO), Mrs Clarke (Assistant Head) and Mrs Martin (Business Manager & Attendance Lead). They are always available to signpost parents and carers to relevant advice and support when requested.

Sometimes we will complete a Common Assessment Framework (CAF) to support the whole family. For more information please discuss this with one of the members of staff stated above.

## **Transition to High School**

### **Transition to high school**

To prepare the children for High School St Wilfrid's developed the Upper School for Year 5 and 6. This extension was built to provide a creative learning environment which prepares children for adulthood and the transition to high school. The environment includes personal lockers, alternative classroom layout and furniture, The Green Room, which was designed using the principals of a common room.

The children have increased responsibilities in Year 5 and 6 for example being Nursery Nannies, Hall Helpers, Team Point Captains and Supervisors. All children in Upper School wear black jumpers, this is to distinguish them between the rest of the school and so the younger children can aspire to the older children as role models.

Transition from primary school to high school can be a very challenging time for all pupils and their families; moving from a small setting where everybody knows them to a large building where everything and everyone is new.

We work closely with our partner high schools to help make the move as smooth as possible. Pupils are invited to visit their high school during the spring and summer term in Year 6, these visits are supported by staff from St Wilfrid's who know the children well. For some pupil's transition visits may begin in Year 5 to support and ease the full transition process when it finally arrives.

Additional visits can be arranged for those pupils who would benefit from them. This provides an opportunity for pupils to familiarise themselves with the new setting and to build up their confidence when faced with the transition from primary to secondary education.

**Partner High Schools include:** The East Manchester Academy (TEMA), Co-Op Academy Failsworth High School, The Manchester Communication Academy (MCA), St Matthews, Hulme Grammar School, John Newman RC College and The Droylsden Academy.

## Out of Hours Learning Opportunities

### **After School Activities**

St Wilfrid's Primary School offer a range of after school clubs and activities. They aim to broaden learning, encourage children to find their personal strengths, to try new things and to develop a love of learning in all its forms. Some of the clubs on offer are; Dance, Football, Drama, Art, Computing, Homework.

### **Breakfast Club**

Breakfast Club is on every morning from 8.15am. Children are offered a choice of toast, cereal or fruit, along with milk, water, orange juice or tea. Breakfast Club is charged at 60p per day.



## SEND Terminology

**EHC** - Education Healthcare Plan

**SEND** - Special Educational Needs and Disability

**SEND Information Report** - The range of services, opportunities and access on offer in the local area for children and young people with SEND

**COP - Code of Practice** 0-25 years-Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

**LAC** - Looked After Children

**PEP** - Personal Education Plan

**SALT** - Speech and Language Therapy

**CAHMS** - Child and Adolescent Mental Health Service

**SENCO** - Special Educational Needs Coordinator

**EP** - Educational Psychologist

**CAF – Common Assessment Framework**

