

## **St Wilfrid's Church of England Primary Academy**

**At St Wilfrid's Church of England Primary Academy we aim to meet every child's needs and help them to achieve to the best of their ability. As parents and carers you may have many questions when choosing a school about how our school is able to meet your child's needs. We aim to answer many questions about how school will contribute to the Local Authority Local Offer as possible here, but should you have any other question please contact Mrs Newman (SENDCO) in school on 01257 423992. Further detail about our provision for child with additional needs can be found in our Inclusion Policy on the school website.**

### **SEND information report 2020 -21**

**St Wilfrid's is a mainstream school which aims to cater for all children and provide learning that is inclusive and accessible.**

### **Arrangements for identifying, assessing and making provision for pupils with SEND:**

#### **1. How will St Wilfrid's Primary Academy know if my child needs extra help?**

It is very important that SEND is identified at an early stage. We gather information to support early identification in a variety of ways:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in pupil's behaviour or progress
- your child is working one year below age related expectations
- concerns are raised and shared by a previous setting

Pupil progress meetings are held with Senior Management each term and the progress of all children is discussed. A child may be raised at this meeting or at any other time throughout the year to the SENDCO.

#### **2. What should I do if I think my child may have special educational needs and needs extra help?**

Any concerns or worries should be shared with the class teacher first. The class teacher will share information about how your child is doing academically, socially and emotionally in school. If you need further support you should make an appointment to see the SENDCO, Mrs Newman, who is responsible for co-ordinating the support for children with special needs throughout the school. Emotional and social concerns can also be addressed to the learning mentor, Mrs Saggerson.

#### **3. How will school staff support my child?**

##### **To support your child's learning needs:**

To support your child's learning needs in meeting the curriculum, class teachers plan differentiated lessons according to the specific needs of all groups of children in their class, and will work towards ensuring that your child's needs are met. Planning and teaching will be adapted on a daily basis to meet the needs of the children. Specially trained support staff can work with the class teacher to further support the needs of

your child where necessary. Specific resources and strategies may be used individually and in groups. If your child needs additional support this will be communicated by your child's class teacher.

Every child with identified SEND needs has their own individual education plan (IEP) with 'smart targets' to enable them to make progress in key areas, for some children this will be learning focused while for others it may be behaviour based to support them in making progress socially and with behaviour, or pastoral if their needs are emotional or anxiety based. These plans are drafted by Class Teachers after having discussed with your child their thoughts on their learning and needs. The draft IEP is then shared with parents at Parent's Evening and can be added to and amended to reflect the shared conversation and views. Strategies from Quality First Teaching as well as additional interventions and focused targets are recorded. IEPs are reviewed with parents and children at least twice a year at parents evening and adapted to reflect changes. IEPs are discussion documents and the input of parents and children is really important. At parent's evening in Spring and Summer, parents can request to see the SENDCO in addition to the class teacher but appointments can be made at any time throughout the year if parents have concerns they wish to share.

Your child's progress will be continually monitored by their class teacher and will be reviewed formally with the Deputy Headteacher or the Phase Leader for your child's Key Stage every term through pupil progress meetings. Targets are set at the start of the year and monitoring is towards these targets. If your child is in KS1 or KS2, and not working at the level of the National Curriculum, B squared can be used to set small step targets and to show their progress. Progress against these targets will be reviewed regularly, evidence assessed and a future plan made by the class teacher. Children are asked to share their views on their progress in a way that is appropriate to the communication abilities of the child: conversations with pupils, questionnaires and 'Talking Mats' (a series of cards that the child puts under different symbols) are all used.

The SENDCO or Senior Management Team will also check that your child is making good progress within 1:1 work and in any group intervention they are part of. Book scrutiny and learning walks will be carried out by the SENDCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is as high as possible. Discussion of the needs and progress of individuals on the SEND register is discussed between the Headteacher, SENDCO and Kathryn Smart from Wigan Targeted Support Service at the start of the Autumn and Spring term in a Review, Development and Planning (RDP) meeting. Danielle Howarth-Lees Educational Psychologist from Wigan Educational Psychology Service, Leander Neild the school CAMHS link, a Startwell representative and the school Learning Mentor may also attend this meeting.

We may ask for support and advice from local special schools: we have strong links with Hope Special School and Willow Grove School and work with these school on out-reach (they come into our school and work with us) and in-reach (children and staff work with professionals in their school to access resources) programmes. We also receive support from outside agencies including specialist teachers or health care professionals who visit school regularly and advise staff on how to adapt the curriculum to meet specific needs.

The SENDCO reports to the Governors each year and provides termly updates. Our SEND Governor is Rev'd Cath Gabriel. She is responsible for making sure that any child with a special need receives the necessary support. She attends governor training and has meets with the SENDCO and Head Teacher to monitor progress, provision and expenditure.

#### **4. How will the curriculum be matched to my child's needs?**

When a pupil has been identified with Special Educational Needs their work will be differentiated by the class teacher and where appropriate they will be identified in the weekly planning for the class to ensure all staff working with the child can help them to access the curriculum more easily. Teaching Assistants may be allocated to work with a child in a small group or 1-1 to support specific needs or adjustments to classroom activities or equipment may be provided to support an identified need.

If a child has been identified as having a special need, an IEP (Individual Education Plan) will be written jointly by class teacher with parents/carers and the child. Targets will be set according to need. IEPs will be reviewed termly (with a minimum of two reviews) and the child's progress will be monitored by the class teacher and SENDCO. If necessary, specialist equipment may be given to the child e.g. writing slopes, special scissors, fiddle toys or pencil grips.

Differentiated programmes can be planned by the class teacher, with support from the SENDCO, which may include:

Targeted support by the class teacher within the classroom environment;

Support in small teacher or teaching assistant led groups;

Booster classes if appropriate.

Additional home learning opportunities (Maths Whizz, IDL, Nessy, Purple Mash).

Planned breaks for movement or activity

The school will consider further intervention if little or no progress is made even when teaching approaches are targeted, particularly in the child's area of weakness. These additional interventions may include programmes such as:

Project Code X

Motor Skills United

Memory Skills

Handwriting Skills

Phonics Support

IDL: Indirect Dyslexia Learning computer programme

Nessy

Nuffield Early Language Intervention

Sensory timetable

In some cases it may be necessary, with parental approval, to seek advice from other professionals. External services may observe or assess a child in school so that they can advise teachers on new targets and strategies to support the child. Their specialist advice is usually in the form of a report, including

targets and appropriate strategies, and is shared with parents. These recommendations are to be followed, as appropriate, by the class teacher and those working with the child.

### **5. How will I know how my child is doing?**

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. Parents' Evenings are held in each term to give all parents opportunity to discuss their child's progress. Your child will receive a school report at the end of each academic year. If your child has been assessed by an outside professional (such as the Targeted Education Support Service, Educational Psychologist or Outreach team) all information that is received will be discussed with you either in person or in report form. If your child has an IEP the class teacher will discuss this with you and update and adapt it with you at least twice a year at Parent's Evening and more often if targets are met and require updating. Children with an Educational Health Care Plan (EHC) will have an additional annual review of their needs. Children who are under five and on an EHC plan or in receipt of EYAR funding will have reviews every six months. The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all stakeholders involved with the child's education, with the views of the child included. Written advice is requested from all parties. The SENDCO is available for appointments within school time and after school. Meetings with the SENDCO can be made as required to discuss specific needs.

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO (Mrs Kate Newman) or Head teacher (Stuart Colothan). If you are still not happy you can speak to the school SEND Governor (Rev'd Cath Gabriel) .

### **6. What support is there for my child's wellbeing?**

At St Wilfrid's we have a strong Christian ethos and the school community upholds the Christian values which all children and adults are encouraged to apply to their relationships with others. Our Christian values are: Forgiveness, Hope, Peace, Courage, Kindness, Joy, Fairness and Trust, with Love at the centre of all we do at St Wilfrid's. We offer counselling from Wigan Family Welfare and requests for counselling can be made to Mrs Newman or Mrs Saggerson. We have 'Mindfulness' days in school to ensure that all children are aware of the importance of positive mental health and wellbeing as well as physical wellbeing, and we actively model and support children in learning strategies that they can adopt to become more independent in being mentally healthy. We have a 'Sensory Room' for children to access who have sensory needs but this is also used more widely in school to support all children and encourage sensory awareness, and give opportunities for mindfulness and relaxation. We also have a full time learning mentor in school who is available for the children to work with and share their concerns with.

All staff have had training on mental wellbeing and mindfulness. Individual Teaching staff and many targeted support staff have had training on Mental Health First Aid, Attachment and Autism through the Educational Psychology Service and CAMHS and 'Team Teach' de-escalation strategies. In school there is a CAMHS link worker who works with the SENCO and Learning Mentor termly and who can be contacted by

school to discuss any children whose mental health needs outside agency support. If you have any concerns regarding your child's mental health please contact the Learning Mentor, Mrs Saggerson or the SENDCO Mrs Newman. The weekly 'Drop In' each Tuesday morning at 9am – 9.30 for parents to 'Drop in' if they have concerns about their child, has been suspended due to COVID-19 restrictions.

**To support your child's pastoral needs, the school provides:**

A Learning Mentor, Mrs Saggerson, who works with staff, children and parents to discuss concerns and provide support. The school learning mentor works with children on individual needs to develop social skills and self-esteem among individuals and with peer groups to promote and encourage the mental wellbeing and happiness of the children. In addition your child's class teacher is always available to discuss worries and concerns. Arrangements for children who are looked after with SEND are jointly supported by the Learning Mentor, Mrs Saggerson and the SENDCO, Mrs Newman. An Early Help can be set up to jointly share targets that families and school wish to work on and to help engage outside agencies without the need for repetition of essential and background information.

**To support your child's medical needs, the school provides:**

A medication policy is in place with forms in the office to be completed in every case. Care plans are created where necessary, involving health professionals if appropriate, and staff are informed. A list of children with medical conditions, such as asthma, hay fever, allergies and other conditions, is provided for staff and regularly updated. Procedures are in place for medical emergencies and all staff have briefings about children's needs. There are good ratios of staff with first aid training and staff are trained by outside agencies when required to support specific medical needs and conditions. For example, epi – pen, epilepsy, diabetes and visual support training.

**To support your child's social needs, the school provides:**

Training (including safeguarding) is provided for support staff who are on the playground. Many support staff have also been trained in Team Teach methods to help diffuse situations and stop the escalation of an incident. Year 6 play leaders, who support children across the school, have training provided to help them support play on different playgrounds. Unfortunately due to COVID-19 restrictions play leaders are not able to support at present. In class, each class creates a charter to share a common vision for behaviour and learning in their class and this is agreed by all the children. Where further support is required interventions and strategies are matched to individual child's needs for example Circle time, Time to Talk, R time to help children develop communication, language and social skills. In some cases 1:1 TA support is provided where needed on the playground. The school has a Bullying Policy and children and parents are encouraged to share their concerns with their class teacher or the Learning Mentor.

**To support your child in avoiding exclusions and increasing attendance, the school provides:**

Support from the behavioural support team at the Targeted Educational Support Service who work with school to put Pastoral Support Plans in place for children at risk of exclusion. Risk assessments and Positive

Handling Plans are also created to enable staff to have a greater knowledge of trigger behaviours and diffusion strategies that help support a child. The voice of the child and the parent is important in creating a positive handling plan and both children and parents are encouraged to share their views. Talking Mats have been used where additional support is needed to communicate a child's view. Our Learning Mentor, Mrs Saggerson, is proactive in supporting both parents and children in achieving good attendance. E.g. Regular attendance monitoring, support meetings with parents, liaison meetings with Startwell. Support for travelling to and from school for children with SEND can be sought from the Integrated Transport Unit through the Wigan Local Offer and an assessment of individual pupils' needs can be made. Parents can also receive support from SENDIAS ([www.wigan.gov.uk/SENDLocalOffer](http://www.wigan.gov.uk/SENDLocalOffer) ).

## **7. What specialist services and expertise are available at or accessed by the school?**

### **Directly funded by the school:**

- Learning Mentor, Mrs Saggerson.
- TA's with different specialisms: Trained in COOL; ADHD, Phonics, Manual Handling, Autism
- Educational Psychology Service
- Teachers with different specialisms e.g. Numbers Count, Phonics, Nurture type Groups, Reading interventions, Hearing for children with Hearing devices and without, Visual Needs, Dyslexia Friendly Schools training.
- Counselling from Wigan Family Welfare
- TESS: Targeted Educational Support Service

### **Provided by the Local Authority but delivered in school:**

- Sensory Service for children with visual or hearing needs
- Outreach and Inreach services

### **Provided and paid for by the Health Service but may be delivered in school:**

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- Speech and Language Therapy

## **8. What training have the staff supporting children with SEND had?**

- Whole school teaching staff training has been delivered on Autism awareness by the Educational Psychology service with additional top up training delivered to Teachers.
- Targeted Support Service Consultations for teachers focused on the learning or behaviour needs of individuals and meeting the collective needs of multiple individuals in their class.
- Mental Health First Aid and Mental Health training for identified staff
- Mindfulness training for all staff
- Outreach support from Landgate School for Autism for identified staff
- Phonics training for teaching assistants supporting small groups and 1:1

- ADHD training for identified staff
- De-escalation and 'Team Teach' training has been delivered to key staff across both key stages including some welfare staff.
- CAMHS led training on attachment to all teachers
- The SENDCO attends termly cluster meetings which provide the most recent information on different aspects of SEND.
- Individual teachers and TAs attend training run by outside agencies which are relevant to the needs of the children in their class.
- The speech and language service work in school with staff to ensure a member of staff is trained in the appropriate sounds and programmes that individuals are working on.
- Occupational Therapy have worked with individual teaching assistants to support the development of motor skills for specific individuals.
- Online training on Speech and language from the Communication Trust.
- Communication Champions training for identified teachers to support Year groups on use of Blank level questioning.
- Nuffield Early Language Intervention training for identified members of staff.
- Yearly Diabetes training and refresher training for identified staff.

As further support and training needs are identified, school can access training through a variety of providers including the local authority Services for Schools training.

### **Inclusion of Pupils:**

#### **9. What are the admissions arrangements for children with disabilities?**

- The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a statement of educational need naming the school, the governing body will allocate places using the criteria. The second priority on the admissions criteria is Children with special medical or social circumstances affecting the child where these needs can only be met at this school. Professional supporting evidence from e.g. a doctor, psychologist, social worker is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school in question is the most suitable school and the difficulties which would be caused if the child had to attend another school.
- A copy of the school admissions arrangements is available on the school website in the section 'Information'

#### **10. What steps are taken to prevent disabled pupils from being treated less favourably than other pupils?**

- All children have full access to the curriculum including school trips and may be assisted in this by teaching assistants
- Adaptations to the school building and grounds have been made to ensure accessibility.
- Parents of children with specific medical needs are consulted as to how their child's individual needs can be best met and may be invited to accompany their child on school trips or for parts of trips where there is an identified need.
- Feedback from parents following activities and trips is used to inform future planning.
- Risk assessments are carried out for all off site visits. These take into account additional risks posed by different SEND needs.

- Wheel chair training has been undertaken with children new to an electric wheelchair to ensure their safety and that of other children in school.
- Outreach support is engaged to ensure staff knowledge enables full differentiation for inclusion
- Smart Technology and adaptive aids are used by all staff working with an individual to ensure inclusiveness: this includes radio aids, spelling aids and iPads. Children are supported to become independent in using technology to meet their own needs.
- School provides a breakfast club and after school care club that is inclusive for all SEND needs. This is an additional paid for service. Parents can apply to the local authority for DCatch funding.
- We ensure clubs are inclusive by offering suitable activities for different age ranges.
- Some of our clubs are age-specific to ensure full enjoyment but we ensure that all clubs are inclusive by:
  - Making adjustments so that a child with any SEND including disability can attend
  - Providing equipment that enables all pupils to take part
- A copy of the school equality scheme and report is available on the school website in the section 'Information'

### **11. How accessible is the school?**

- All buildings are accessible to children with physical disability via ramps.
- Where new building work has been undertaken advice has been sought to ensure lighting meets the needs of children with visual needs.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision and extra-curricular activities are accessible to all children including those with SEND.
- Visual improvements continue to be made following assessment and consultation with the Sensory support team as appropriate to meet the needs of individual children.
- Disabled showering, changing and toilet facilities are available in KS2 and the swimming pool. KS1 and the administration area share a disabled toilet facility.
- All furniture is of the correct size for the children.
- There are two accessible parking spaces – one on each car park
- All areas of the school have also been risk assessed.
- A copy of the accessibility plan is available on the school website in the section 'Policies'.
- Shared risk assessments are carried out and discussed with parents for children who present with a new physical need.

### **12. How will the school prepare and support my child when joining the school, transferring between classes and transferring between schools?**

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.

**If your child is joining the school:** There are opportunities at induction meetings for Nursery and Reception to talk with members of staff. If your child is moving to our school from another school relevant material will be passed to the school and contact will be made with the previous school if appropriate

**If your child is moving to another school:**

We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.



We will meet with new school staff as appropriate.

**When moving classes in school:**

Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher. When moving classes, children will have the opportunity to meet their new teacher.

**From Year 2 to Year 3:**

Your child will be involved in a transition week. Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new classroom on several occasions and in some cases staff from the new class will visit your child. If your child would be helped by a book when they move from KS1 to KS2 to support them understand moving on then it will be made for them.

**In Year 6:**

Your child's Year 6 teacher will liaise with the pastoral care team from your child's chosen High School. If your child has an EHC plan our SENDCO will invite the High School SENDCO to the transitional review in the Autumn term and will be involved in planning your child's transition in the spring and summer terms. If your child does not have an EHCP the SENDCO will contact the SENDCO of your child's high school once places have been confirmed to discuss needs. Any information regarding your child's needs including reports received and IEPs will be passed to your child's high school.

Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Staff will meet with High School transition staff and identify any additional needs children may have. This frequently leads to children accessing additional transition activities.

**13. How is extra support allocated to children?**

The school budget includes money for supporting children with SEND.

- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including:
  1. the children getting extra support already
  2. the children needing extra support
  3. the children who have been identified as not making as much progress as would be expected
  4. any other children who have been identified by parents or other professionals

On the basis of this information they will decide the resources/training and support that is needed.

- All resources/training and support are reviewed regularly and changes made as needed.
- If more than 15 hours support is required, an Education, Health and Care Plan can be applied for by the school. Parents wishing to make their own referral should contact their local authority and details can be found on the Wigan Local Offer ( <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx> ).

#### **14. How is the decision made about what type and how much support my child will receive?**

- These decisions are made in consultation with the class teacher, Senior Leadership Team and any other professionals involved. Decisions are based upon termly tracking of pupil progress or as a result of assessments by outside agencies. Any support provided is reviewed regularly and its impact is measured and evaluated. A review, development and planning meeting is undertaken at the start of the Autumn and Spring terms with the Headteacher, SENDCO and TESS teacher to discuss and plan for the needs of the child in the term ahead.
- During their school life, if further concerns are identified due to a lack of expected progress or concerns about well-being then other interventions may be arranged.
- In some cases it may be necessary, with parental approval, to seek advice from other professionals. External services may observe or assess a child in school so that they can advise teachers on new targets and strategies to support the child. Their specialist advice is usually in the form of a report, including targets and appropriate strategies, and is shared with parents.

#### **15. How are parents involved in the school? How can I be involved?**

- All parents are encouraged to contribute to their child's education.
- The class teacher is available at the end of each day or by appointment if you wish to discuss anything with them.
- There is a weekly 'drop in' where parents can share concerns with the SENDCO and Learning Mentor. Unfortunately this cannot go ahead at the present time due to COVID-19 restrictions.
- The SENDCO and Headteacher are available to discuss any concerns by making an appointment at the school office.
- Regular Parents' Evenings are held to enable you to discuss your child's progress with the class teacher.
- Parents are encouraged to work together with the class teacher on their child's IEP with suggestions of targets to include and strategies that they feel work and may be in use at home.
- Information from outside agencies will be discussed with you or reports will be sent directly.

#### **16. Who can I contact for further information?**

A parent's first point of contact if they wish to discuss something about their child should be the class teacher.

##### **SENDCO: Mrs Kate Newman**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Inclusion Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- 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
- Keeping records of pupils identified with SEND and ensuring that information is shared with appropriate adults in school.

- Monitoring the teaching and learning of pupils identified with SEND to ensure each child is making good progress and to offer advice to teachers and teaching assistants.

**Head teacher: Mr Stuart Colothan**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.

**SEND Governor: Rev'd Cath Gabriel**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring provision, standards and expenditure through regular reports to the Governing Body, meeting with SENDCO and analysis of data

**What other support services are there who might help me and provide me with information and advice?**

- The Wigan Local Offer (<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx> ) gives advice on further support within the authority and the Wigan Community Book offers further information on services available. <https://www.communitybook.org/>
- SENDIASS and Embrace, are available for parents to discuss worries or concerns on 01942 233323.
- On the school website there are a number of links that provide advice or support in the parent section under the title 'Useful Links'

This report complies with section 69 of the Children and Families Act 2014, and includes the 'SEN Information' specified in schedule 1 to the [Special Educational Needs and Disability Regulations 2014](#). (Statutory guidance on this is contained in section 6.79 to 6.82 of the [Special educational needs and disability code of practice: 0 to 25 years](#))