



St. Wilfrid's Catholic Primary School

SEN Information Report

Our School Mission Statement:

'We strive to follow Christ's example to always do our best'



St Wilfrid's Catholic Primary School SEN Information Report (SEN Offer)

At St Wilfrid's we support children with a wide range of additional needs. These include:

- Autism
- Asperger's
- Dyslexia
- Dyscalculia
- Dyspraxia
- Visual Stress
- Hearing Impairment
- Visual Impairment
- ADHD
- Moderate Learning Difficulties
- Speech, Communication and Language Difficulties
- Social, emotional and mental health difficulties
- A range of medical needs

At St Wilfrid's we are committed to the early identification and assessment of pupils with special educational needs to facilitate learning for all.

At St Wilfrid's there is a tiered approach to intervention.

- Universal
- Targeted
- Specialised

Universal

Teachers plan to meet the needs of all pupils by ensuring learning is focussed on individual pupils needs, abilities and potential. This includes pupils with a disability, children with specific special educational needs and rapid graspers. The curriculum is designed to be accessible to all children who attend St Wifrid's. All

teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers. All children have access to a high standard of Quality First Teaching during whole class teaching.

Some examples of Quality First Teaching Strategies include:

- Planning/teaching/adult support via:
 - Multi-sensory approaches
 - Clear questioning to check understanding
 - Clear planning for role of Teaching Assistant in lessons
 - Scaffolded learning
 - EEF 5 a day
- Equipment/Resources such as:
 - Specialist pencils and pens
 - Overlays/coloured paper
 - Spelling aids
- Display including:
 - Visual timetables
 - Commonly needed information displayed
- Language used, such as:
 - Explicit links made to previous learning
 - Technical vocabulary explained
 - Visual backup for instructions
- Seating, including:
 - Pupils with additional needs seated at the front and facing the board
 - Good posture with writing slopes and a seat wedge used where appropriate
 - KAGAN seating
- Pupil voice through:
 - Children being aware of their own targets
 - Children involved in self-assessment

Targeted

Some children require more support than the Universal level in order to make appropriate progress. These include small group interventions for pupils not making expected progress and therefore requiring additional support. This type of intervention is over and above that provided through differentiated classroom teaching and should be specific work targeted at meeting their identified needs. This

intervention is specific, time limited and evidence-based. Where appropriate, these pupils will have an Individual Target Plan (ITP) detailing the required additional support. Support of this nature is given within the means that are available in terms of staffing and funding.

Examples of these types of intervention include:

- Speech and Language- WELLCOMM,
- Phonic interventions,
- Rapid catch-up reading intervention
- Spelling Zappers,
- Meet and greet provision,

Wave Three - Specialist

For some children their needs are so individualised that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class teachers are clear how to encourage independence and boost these pupils' self-esteem. This provision may come from within the school or from outside the school. These pupils will have an Individual Education Plan (IEP) detailing the required additional support, which may be one to one or very small groups. Support of this nature is given within the means that are available in terms of staffing and funding.

- We offer a range of Literacy based interventions and a small number of therapeutic based approaches
- We also have access to a number of external agencies who offer support and make suggestions about suitable targeted programmes, these include the following:
 - CAT Team: Cari-Anne O'Brien
 - PSS: Natalie O'Brien
 - West Midlands Speech and Language therapy: Ellie Hinchcliffe and Elle Thomas
 - Birmingham Educational Psychologist: Fran Weir
 - Occupational Health team (NHS) – as required
 - Community Paediatrician
 - Forward Thinking Birmingham (CAMHs)

At St Wilfrid's we pride ourselves in early identification and assessment of children who we believe have Special Educational Needs.

We know and identify children who require extra support when:-

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- A pupil asks for help.
- Observations of the pupil indicate that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical
- Whole school tracking of outcomes indicates a concern about progress or general well-being.

Once a child has been identified as requiring more support the next steps are as follows:

- Parents are contacted to arrange a meeting with class teacher to discuss concerns raised;
- The year group looks at available provision and, where appropriate, the child joins an intervention group with targeted outcomes in the hope to close the gap which has been created;
- If the intervention does not produce the outcomes required, then the SENCo would be informed and advice about appropriate interventions would be discussed and put into place;
- If progress is still limited then a referral would be made, with the consent of the child's parents, to an outside agency as listed on page 3.
- Once the child has been assessed by a professional from an outside agency a report would be created and given to the SENCo who would ensure that this is shared with the parents.
- The appropriate interventions then take place and the child is monitored by the SENCo and, where necessary, the outside agency again at a later date.

At St Wilfrid's we ensure there is appropriate provision for pupils with special educational needs whether or not the pupil has an Educational Health Care Plan (EHCP).

- **Provision:** The provision for children with special educational needs is evaluated termly using the school's provision map. This is a document that is created by each year group showing the interventions that each child is receiving, the targets of the interventions and whether these targets have been met.

- **Reviewing:** All children on the SEND register will have an Individual Provision Plan (IPP) which will be reviewed and updated termly with the class teacher and at least once a year with the SENCO. During these meetings targets from previous IPPs and the attainments towards the identified outcomes will be reviewed and, where appropriate, new targets will be created. Once the new IPP has been written a copy will be sent home for parents to keep. Parent and children's views are taken into account in terms of their thoughts around their learning and how they feel about school.
- **Teaching:** All children at St Wilfrid's have access to high quality first teaching from their class teacher as can be seen on page 1 and 2.
- **Adaptations:** For a small number of children with special educational needs the curriculum in their year group might not be appropriate. Where possible the curriculum will be adjusted so they can access it on their level, although at times it is necessary to work towards the key performance indicators of lower year groups. The learning environment is also adapted where appropriate with children withdrawn for small group or one to one work as well as additional resources used:
 - Sloping boards;
 - Visual overlays;
 - Visual timetables;
 - Objects of reference;
 - Privacy boards;
 - Exercise books with coloured paper;
 - Wedges or wobble cushions to sit on;
 - Weighted blankets/scraves;
 - A variety of different pens and pencils;
 - Pencil grips;
 - Learning aids;

At St Wilfrid's we have a high level of support available for improving the emotional, mental and social development of pupils with special educational needs, as well as those who do not have special educational needs.

- Children who find the social aspects of school a challenge are given the opportunity to take part in social groups with role models to support appropriate social behaviour.
- For our children who find lunchtimes challenging, we have key staff available to support them and enable them to eat as well as providing them with the opportunity to learn how to socialise over lunch and play games together.

- Those children who need time to talk about their emotions have access to trained staff for support.
- Where appropriate a referral is made to Our Private Educational Psychologist.
- For those children with more complex needs, a referral, with permission from parents, may be placed to Forward Thinking Birmingham (children's mental health services).

At St Wilfrid's we are well trained in various aspects of special educational needs. Over the past few years we have had training in:

- Autism – whole school (including dinner supervisors)
- SEND at St- Wilfrid's
- VI training to be delivered
- Mental Health First Aid
- Precision Teaching
- Sensory Circuits

Specialist training has been provided to the SENCo on:

- The SEN Coordination award;
- The school has regular visits from SEN specialist teachers and the SEMH Support Team who provide advice to staff to support the success and progress of individual pupils;
- Foetal Alcohol Syndrome;
- Trauma and ACEs training
- ASD training
- Speech and Language

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

See the accessibility plan. This is a 2 story building with 2 lifts for access to both floors.

- Disabled parking spot marked and located near to the school reception;
- There are no steps entering the building to ensure access to all;
- Two toilets have been adapted to ensure accessibility for visitors with a disability;

- A lift to access upstairs.
- Wide corridors and doorways into classrooms ensure maximum accessibility.

How will the school prepare/support my child when moving classes or joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be resolved prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Secondary transition

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND who have access to additional visits to their secondary school.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

There are many support services available for parents with children with special educational needs and some of these can be found below:

- SENDIASS offer independent advice and support to parents and carers of all children and young people with SEND.

<https://www.birmingham.gov.uk/SENDIASS>

Complaints

- SENDIAS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supports aim to provide guidance to parents regarding the EHCP process. A FAQ fact sheet on Independent Supporters is located here <https://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to the child's SEND, parents may seek mediation from the regional mediation services. Information on this free services is located here <http://preview.tinyurl.com/gx5a8vg>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovq4so3>

If you have any questions or concerns then please contact the school SENCo by telephone (0121 675 3319) or by email:

- Ms J Brown - enquiry@stwilfrd.bham.sch.uk

Birmingham Local Authority local offer can be found at:

<https://bham.sfedev.co.uk>

Glossary

(A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN Support: Children who are supported by the Inclusion Team and are on the SEND register.

SEND Register: SIMS list of children who have additional needs or disability.

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENCO)

Statement: Statement of Educational Need

PPS: Parent Partnership Services

Review date: November 2024

Next review date: November 2025