

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 (SENCO) in school. Further detail about our provision for child with additional needs can be found in our inclusion policy on the school website.

SEN information report 2016

How will school know if my child needs extra help and what will school do?

It is very important that SEN is identified at an early stage. We gather information to support early identification in a variety of ways: Teachers complete assessments daily, weekly and half termly and plan next steps for a child at each point. All children are tracked through school. If the class teacher thinks a child is not making as much progress as expected they would speak to the phase leader (foundation and Key Stage 1, Lower Key Stage 2 or Upper Key Stage 1 and Mrs Newman (SENCO). Regular half termly meetings are held with class teachers and phase leaders where the progress of all children and next steps are discussed. Concerns may also be raised by the Learning Mentor, Mrs Saggerson, who will discuss with the class teacher if they observe behavioural or emotional difficulties; by a parent either at parent's evening or any other time and close liaison with previous school or nursery setting is practised.

Prior to identification as having SEND, a child will have had access to a differentiated programme planned by their class teacher, possibly 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, MyMaths, Purple Mash, IDL).

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
First Class@ Number
First Class @Writing
Success @ Arithmetic
Handwriting Skills
Toe by Toe
IDL

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.

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, to talk about the next steps for your child. The inclusion manager is Janet Kneale and the school governor responsible for SEN is Victoria Walder

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 in conjunction 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. Every child with identified needs has their own individual education plan with 'smart targets' to enable them to make progress in key areas, some children will have an individual behaviour plan to support them in making progress socially and with behaviour, and others may have an individual personal plan if their needs are emotional or anxiety based. These plans are reviewed with parents and children twice a year and adapted to reflect changes.

Your child's progress will be continually monitored by their class teacher and will be reviewed formally with the Deputy Headteacher or Key Stage Manager every term through pupil progress meetings. Targets are set at the start of the year and at the start of an intervention and monitoring is towards these targets. If your child is in KS1 or KS2, and not working at the level of the national curriculum, P scales using B squared can be used to set small step targets. Progress against these targets will be reviewed regularly, evidence assessed and a future plan made. The SENDCo will also check that your child is making good progress within any individual 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.

We may ask for support and advice from local special schools- we have strong links with Hope Special School and Willow Grove School - including out-reach 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.

What support is there for my child's well being?

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.

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.

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. 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.

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 are also carried out to enable staff to have a greater knowledge of trigger behaviours and diffusion strategies that help support a child.

Our Learning Mentor, Mrs Saggerson, is proactive in supporting both parents and children in achieving good attendance. Eg Regular attendance monitoring, support meetings with parents, liaison meetings with Startwell.

How does school support children moving into Reception class and onto Year 7?

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 a statement or EHC plan our SENDCO will invite the High School SENDCO to the transitional review. 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.

How will I know how my child is doing?

The class teacher is regularly 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, IBP or IPP the class teacher will discuss this with you and update and adapt it with you at least twice a year and more often if targets are met and require updating. Children with a statement or EHC will have an additional annual review of their needs. Children who are under five and on an EHC will have reviews of their EHC every six months. The progress of children with a statement of SEN/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 SENCO is

available for appointments within school time four afternoons a week and after school. 1:1 meetings with the SENCO 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 (Victoria Walder) or Executive Head (Janet Kneale).

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; 1st Class at Number 1 and 1st Class @ Number 2; Talking partners; Sounds Write; Project Code X; Success@Arithmetic; First Class @ Writing.
- Educational Psychology Service
- Teachers with different specialisms e.g. Numbers Count, Phonics, Nurture Groups, Reading interventions
- Play Therapist

Provided by the Local Authority but delivered in school:

- Sensory Service for children with visual or hearing needs
- TESS: Targeted Educational Support Service
- Outreach service

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

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

How accessible is the school?

All buildings are accessible to children with physical disability via ramps. Where there are parts of the building that are not accessible, detailed plans are put in place to ensure all children have full access to the curriculum.

We ensure that equipment used is accessible to all children regardless of their needs.

After school provision is accessible to all children including those with SEND.

Extra-curricular activities are accessible for children with SEND. Eg additional support may be considered.

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

Who can I contact for further information?

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 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: Mrs Victoria Walder

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

Extra curricular activities for children with disabilities

All children have full access to the curriculum including school trips and may be assisted in this by teaching assistants

Parents of children with specific medical needs are be consulted as to how their child's individual needs can be best met and may be invited to accompany their child.

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.

School provides a breakfast club and after school care club.

We ensure clubs are inclusive by offering suitable activities for the 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 SEN including disability can attend
- Including extra members of staff or 1:1 support within the club if necessary
- Providing equipment that enables all pupils to take part

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.

Arrangements and adjustments for SAT's

Appropriate arrangements and adjustments are made for those children who have an identified need. Examples of these are:

- Reader provided
- Extra time
- Enlarged text
- Exemption from participation