

St. Wilfrid's R.C.

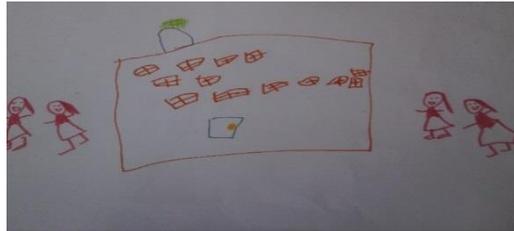


Primary School

St. Wilfrid's Primary School

Special Educational Needs and Disability Information Report

About our School



St. Wilfrid's Primary School is a Voluntary Aided Catholic mainstream Primary School for children from the ages of 3 to 11.

This document gives families information about the variety of ways we ensure support for our children with special education needs and disabilities (SEND) to achieve their full potential. The information is general but each child is an individual who will receive unique provision and resources whenever it is necessary and appropriate.

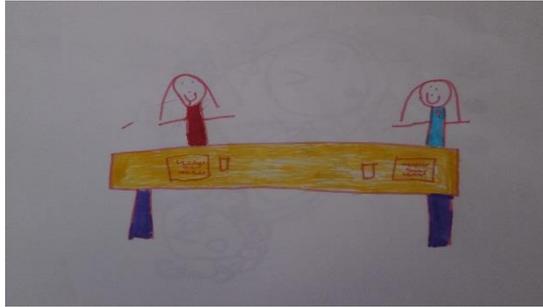
Children with SEND have very different needs, but all children with SEND who do not have an EHCP (Single Plan) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to make the provision required to meet the needs of all children at our school.

For children with an EHCP, parents have the right to request St Wilfrid's Primary School and the Local Authority must comply with that preference unless the school is unsuitable for the age, aptitude, SEN or disability of the child or young person or if the attendance of the child could impact negatively on the education of other children in the school.

If you would like to discuss anything in this report or for further information about our SEND provision, please contact our SEN and Disabilities Coordinator (SENCo) Deborah Campbell by email.

deborah.campbell@gateshead.org or by telephone on 0191-4771909. (Also see our [SEND and Inclusion Policy](#))

Identifying Needs



At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.'

Disability: 'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

All children at our school follow a broad, balanced curriculum which is appropriate to their age and stage of development. However, with reference to the above definitions, there are a number of reasons why a child may be identified as having SEND and may be considered to need extra support and resources to access this curriculum:

- They are having difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty eg dyslexia.
- They have emotional or behaviour difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs eg hearing impairment, long-term illness.

In order to identify a pupil's special educational needs, we use all of the

information about the pupil's progress and compare it with the progress of other pupils in the school and against national performance information. Data on progress is analysed and tracked at the beginning of every term to get a clear indication of which children need support with their academic work. If a child is not making the progress that would be expected, the pupil and parent/carer will be involved as soon as possible.

Similarly, it may be the case that a parent has a concern about their child which they want to share with the school or children themselves may ask for help or support. In such instances, we will observe and assess the child in school, support them accordingly and also advise families of any other services and organisations which may offer further advice and support.

Concerns are not always based on academic progress and school staff or a parent/carer could raise concerns about the social, emotional, behavioural or physical development of a child. If any parent has a concern about any aspect of their child's progress in school then they should discuss these with the child's class teacher or contact the SENCo or Head teacher directly. All parents will be listened to as their views and aspirations for their child will be central to the assessment and provision that is put in place by the school.

Assessment, Monitoring and Review



Once it has been identified that a child is not making the progress that would be expected, their parent/carer will be involved as soon as possible. Parents/carers will be asked their views about:

- the child's strengths and difficulties
- whether there are any concerns at home
- agreed outcomes for the child
- what steps can be taken to help the child reach these outcomes

Following this discussion, the class teacher and SENCo will write a School Support Plan which will detail outcomes for the child to achieve during a set

period of time. This plan will also identify the support that will be put in place to help the child achieve these outcomes.

Each child's progress will then be continually monitored by their class teacher and the SENCo. Children are continually tracked against Age Related Expectations (A.R.E.) in Writing, Reading and Maths for their year group. If the child is in Year Two and above, but is not able to access the Year Two curriculum, a more sensitive assessment tool (PIVATS) is used which shows their level in more detail (P- scales) and will also show smaller but significant steps of progress.

The progress and achievement of all children with SEN or disabilities will be reviewed formally each term with parents, the class teacher and SENCo. Levels of progress, staff comments and any other factors which have hindered or improved the child's progress will be discussed. These reviews will affect the level of support given to each pupil. When a pupil who has been assessed as having SEND is not making progress with the help that they have been given, school can refer children to a number of different services for more specialist assessment and advice.

Depending on a child's needs, and with parents/carers agreement, referrals can be made to the following services based within Gateshead Council:

- Special Educational Needs and Disabilities Intervention Team (SENDIT)
- Educational Psychology Service
- Primary Behaviour Support

We can also refer children to health services such as :

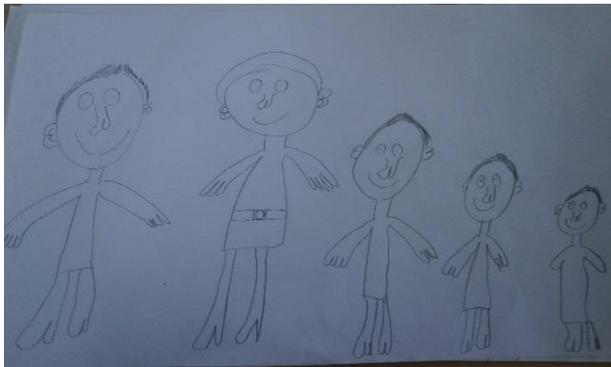
- Speech and Language Therapy
- School Nursing Service
- Children and Young People's Service

Referrals may also be made to social care teams such as the Early Help Service. School staff might suggest completing a Common Assessment framework (CAF) form in order to get a team of professionals (Team Around the Family (TAF)) together to work with a child and their family.

After support from one or more of the above services, when a child is not making progress, school can make a referral to the Local Authority (LA) for an assessment for an Education, Health and Care Plan (EHCP) sometimes

referred to as a 'Single Plan'. This is a legal process, which is carried out by Gateshead Local Authority which sets out the amount of support that must be provided for your child.

Involving Parents, Carers and Children



Parents/Carers

At St Wilfrid's we recognise that the child's family is the expert on their child and aim to always work in partnership with parents and carers by:

- Adopting an 'open door' approach where parents/carers can talk informally with a member of staff whenever they want to share information or ask about their child's progress. Parents can speak to staff at the beginning or end of the school day or can ring school to request a meeting with a member of staff. Our Family Support Worker, Hannah Finlay, is also available to support with any issues at home which might be affecting a child at school..
- Regular comments in home-school reading diaries.
- Holding Parents' Information Meetings at the start of each year and visits for all parents of all new children in school.
- Reporting on each child's progress termly at Parents' Evenings and in End of Year Reports.

Parents of children with SEND, will also be involved with regular termly review meetings to discuss progress towards current outcomes, setting targets and detailing on-going support and intervention. Families are also advised of other services and organisations which may offer advice and support.

Annual Reviews are held for children with a Single Plan(ECHP).These reviews focus on achievements, the progress made towards the outcomes, support and future plans. As well as parents/carers and school staff, any other agencies involved with the child will be invited to attend.

Support at home can be invaluable in helping SEND children. The class teacher or SENCo can suggest ways of supporting your child's learning. The school also organises parent workshops and meetings about how to help your child with homework. These will be advertised in the school newsletter and on our website. If a parent has any ideas on support that they would like to have access to in order to further support their child's learning, please contact the SENCo who can locate information and guidance in this area.

Children



To varying degrees according to their age, all children in school are involved in assessing their own work, setting and reviewing their own targets and reflecting on their behaviour and emotional well being. However all children on the SEND List will also work with the SENCo on a Single Page Profile (below) which lists their views on their strengths and the way in which they like to be supported. This profile will be shared with parents and everyone who works with the child.



In addition to this, in the week preceding a formal review, children will talk to the SENCo about the progress they have made on their Support Plan and work on summarizing their views to present to those present at the review. Where appropriate, and if the child is happy to do so, the child may attend part of the review meeting to share their views.

Staff



There are a number of people who are responsible for children with SEND in school and will be happy to speak to you about your child's progress:

The Head teacher, Mrs E.Wright, is responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- Making sure your child's needs are met – this responsibility is shared with the SENCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Special Educational Needs Co-ordinator (SENCo), Mrs D. Campbell, is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent response to meeting their needs in school.
- Ensuring parents/carers are kept informed about the support their child is getting and are involved in reviewing how they are doing and planning their future.
- Contacting other people who may be coming into school to help support children's learning eg, an Educational Psychologist.
- Making sure there are detailed records of children's progress and needs.
- Provide specialist support for teachers and support staff in school, so they can help pupils with SEND make the best possible progress.

- Support class teachers in writing Action Plans that specify children's targets and clear outcomes.
- Ensuring all staff working with the child are helped to deliver the planned programme and support so that the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specifically planned work and resources.

The Class Teacher is responsible for:

- Making sure that all children have access to excellent classroom teaching (this is known as Quality First teaching) and that the curriculum is adjusted to meet a child's individual needs.
- Checking on the progress of a child and identifying, planning and providing any additional help that child may need and liaising with the SENCo if necessary. This could be things like targeted work or 1:1 support from the teacher or teaching assistant.
- Writing Support Plans with the SENCo. These will be shared and reviewed with parents at least once each term.
- Planning for a child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned programme of work and support so that the child can make 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.

Teaching Assistants work with the class teacher to identify areas of support for pupils with SEND. They:

- Support children to access the curriculum.
- Help to implement differentiation and specialist support strategies in the classroom.
- Keep children focused on learning activities during lessons.
- Attend all training opportunities related to SEND and differentiation.
- Are mainly classroom based, however may deliver SEND intervention programmes outside the classroom.
- Help pupils to develop effective ways of becoming independent learners.

The SEN Governor, Mrs. A. Parkin is responsible for:

- Making sure the school has an up to date policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.

- Making sure that the necessary support is made for any child who attends the school who has SEND.

Training

School staff are trained in specific areas where there is a current need. The Headteacher and SENCo collect information on areas for development through appraisals, staff meetings and a SEND training audit. The Headteacher will then ask appropriate professionals to deliver the training to either the whole staff, groups of staff or individuals. Managers of English and Maths find specialist support training and enrol staff on courses. Training is also provided for staff when children are admitted to school with a SEN or disability that nobody in school has experience of.

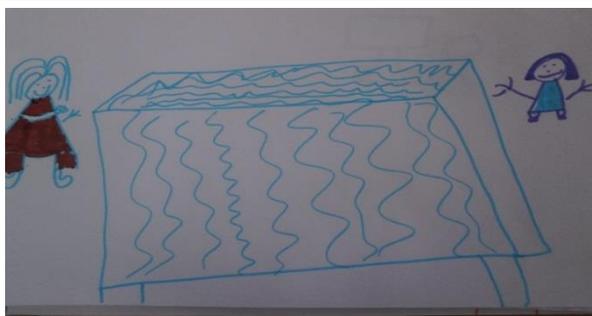
Staff within school have different levels of expertise in order to support children with SEND:

Awareness – this is a basic awareness of a particular type of SEN or disability. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENCo, Gateshead SENIT, Educational Psychologist or other specialist service

Enhanced – this level of training will be carried out by staff working with the child regularly, such as class teachers, and will focus on how teaching and learning can be adapted to meet the child's needs. This training can be carried out by the SEND Team, Educational Psychologists, staff from special schools or other specialist services.

Specialist – this is in-depth training about a particular type of SEND for staff who will be advising those who support children at an enhanced level. This is training for an SEND teacher or SENCo.

Transition



Transitions can be difficult for children with SEND and we take steps to ensure that any transition is as smooth as possible.

- Children with statements of SEN or Education, Health and Care Plans (Single Plans) will have a review in the autumn term before they move to secondary school to discuss the transition and plan a programme to ease this process. Staff from St. Wilfrid's will discuss the specific needs of your child with the SENCO of their secondary school.
- Before a child with SEND moves to St. Wilfrid's Primary School, staff will visit them at their previous school. Whenever possible, we can arrange for children to visit us to meet their new teacher and classmates. We also speak parents before their child begins at the school as they know their child better than anyone else. We will review the child's needs with the staff from their previous school and consider staff training to ensure that staff teaching the child have a knowledge of their needs.
- When moving classes in school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All Support Plans will be shared with the new teacher.
- If a child is moving to another school, we will contact the SENCo at the new school and ensure they know about any special arrangements or support that needs to be made for them. We will also make sure that all records about the child are passed on as soon as possible. Where possible your child will visit their new school before they begin and in some cases staff from the new school will visit the child in this school.

Support



Academic

All children receive excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for all the children in the class.
- That all teaching is based on building on what a child already knows, can do and can understand.
- Different ways of teaching are in place so that the children are fully involved in learning in class.
- Specific strategies are in place to support individual children to learn.
- Teachers will give extra support to children who they feel might have a 'gap' in their learning/understanding after carefully checking on children's progress.

All children in school will be getting this academic support as part of excellent classroom practice when needed but other types of support are available for pupils with SEN:

Small Group

This is available for children when a class teacher or the SENCo think that they need extra support in school. The groups sometimes called 'Intervention Groups' are planned and overseen by a teacher but can often be run by a Teaching Assistant who has been trained to run the groups using the teacher's plan. They will sometimes be run in the classroom but may take place in a quiet area elsewhere in school. These groups are focused around specific outcomes to help children to make more progress.

Specialist Support

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

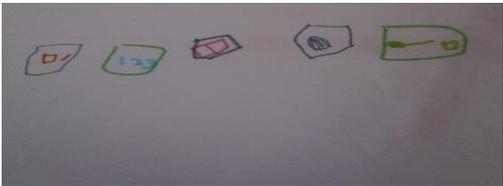
intervention groups. It means that children have been assessed as needing some extra specialist support in school which could be from Local Authority services such as the SEND Team, an Educational Psychologist or Primary Behaviour Support. Other outside agencies such as The Speech and Language Therapy(SALT) Service, Physiotherapy and Occupational Therapy.

Parents will always be asked for permission for the school to refer their child to a specialist professional. The specialist professional will then work with the child to understand their needs and make recommendations. These recommendations might include making changes to the way a child is supported in class, support to set targets, suggesting the child work under the guidance of the specialist for a set period of time.

Individual Support

This is usually provided through an Education, Health and Care Plan (Single Plan) or statement. A child will have been identified by a specialist professional as needing a higher level of support than the school can provide from their SEND budget. This is a legal process, which is carried out by the Local Authority, which sets out the amount of support that will be provided for your child. School will discuss this with you if they think that it is required.

Examples of Support in St. Wilfrid’s for children with different types of SEND

Type of SEND	Support provided in school
<p style="text-align: center;">Communication and Interaction</p> <p style="text-align: center;">Autism Spectrum Disorders(ASD) Speech, Language and Communication Needs</p> 	<ul style="list-style-type: none"> • We use visual timetables when needed to support children to understand what will happen and when. • We can provide areas with reduced distractions and low stimulus. • We offer additional support during break and lunch time when appropriate. • We use social stories to help children learn how to approach different social situations. • We run small groups focusing on friendship and social skills • We have a variety of resources

	<p>available depending on a child's sensory difficulties</p> <ul style="list-style-type: none"> • Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety. • We run small group speech and language sessions. • We access the expertise and advice of the local authority Speech, Language and Social Communication team. • Staff attend relevant training.
<p>Cognition and Learning Needs</p> 	<ul style="list-style-type: none"> • We access the expertise and advice of the Gateshead Special Educational Needs and Disability Team (SEND Team) to ensure the needs of children are clearly identified. • We provide small group support with a focus on literacy or numeracy skills, depending on need. • We use intervention programmes to improve literacy or numeracy skills – eg Better Reading Partnership, 1:1 phonic tutoring, Numbers Count, First Class in Numbers. • We provide resources to support children with specific needs eg coloured overlays and reading rulers to help with reading for dyslexic children
<p>Social, Emotional and Mental Health Needs Mental Health Condition Social Difficulties Emotional Difficulties</p> 	<ul style="list-style-type: none"> • A P.S.H.E. curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

	<ul style="list-style-type: none"> • We provide counselling for individuals and their families using an external provider • We run 1:1 sessions focusing on emotional understanding and expression. • We create behaviour management plans where necessary to ensure children can access the curriculum and all children remain safe. • We complete risk assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities. • We put in place short term support for a child with a specific emotional need, for example, bereavement. • We run small group sessions with a focus on social skills. • We seek the expert advice and support of outside agencies, including the School health Advisor and the Children and Young Peoples Service (CYPS). • A quiet prayer room is available for children and staff. <p>(See also Anti-Bullying Policy)</p>
<p>Sensory and Physical Needs Hearing/Visual Impairment Physical Disabilities Multi-Sensory Impairment Medical Needs</p>	<ul style="list-style-type: none"> • We provide support and practical aids where appropriate to ensure pupils can access the curriculum. • We seek advice and guidance from school health for pupils with specific medical needs. • We run interventions sessions to improve children's gross and fine motor skills in small groups or 1:1. • We request and act upon advice



and guidance from the Gateshead Visual Impairment, Hearing Impairment and Physical Disabilities Team.

- When appropriate we use ICT to enhance children's access to the curriculum.
- When required staff receive training in understanding the impact of a physical or sensory need on the teaching and learning of the child.
- Support for parents who have disabilities to ensure they can attend all school meetings and events.
- Our school has a disabled toilet.
- Our staff understand and apply the Medicine Policy.
- Dedicated staff have been comprehensively first-aid trained.

[\(See Medicine Policy and Accessibility Policy\)](#)

Accessibility



In School

St Wilfrid's school is fully accessible to children with physical difficulties. All facilities are available for children and their parents/carers with physical

difficulties. There is an upper level in the school but pupils do not need to access this part of the school.

The following facilities are available for children and their parents/carers with physical difficulties:

- Parking in school car park
- Accessible toilets
- All classrooms accessible
- Accessible dining area
- Accessible break areas
- A private room for administration of medicine

A risk assessment will be carried out and a personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the child will be made aware of the plan and training given where necessary.

Resources and equipment

Where a child has a specific need, resources will be made available funded through budget or SEND team.

Funding from the school budget is organised using provision mapping for each individual pupil. This is allocated from the SEND budget, pupil premium and any specific funding specifically identified for that child's need.

Outside School

St Wilfrid's has a number of after school clubs including Art Club, Gymnastics, Football and Games. All of these clubs are accessible to children with Special Educational Needs and Disabilities.

Children take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Head teacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the individual needs of each child. Where necessary, special arrangements will be made such as a higher ratio of staff, children allocated to specific staff members and

indications of staff who handhold children.

(See Accessibility Policy)

Complaints



Parents/carers should contact the SENCo or head teacher with any complaints about provision that a child is receiving at school. If the complaint is not resolved, the school has a complaints policy which can be obtained from the school office ([See our Complaints Policy](#))

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has a Single Plan (EHCP) or statement.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at [www.gateshead.gov.uk/local offer](http://www.gateshead.gov.uk/local_offer).