

SEN Information Report 2021

St. Wilfrid's Catholic (VA) Primary School and Nursery



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Town	Ashton-in-Makerfield
District or Borough	Wigan
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What is the SEND Local Offer?

Local Authorities must publish a 'Local Offer' setting out the provision they expect to be available across education, health and social care for children and young people who have SEN and D. Wigan Council local offer can be found at

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

Special Educational Needs Information

At St Wilfrid's Catholic School we strive to support **all** children to enable them to achieve their potential at our school. We support all pupils through their learning journey. High quality teaching is vital; however, for some children there are occasions when additional support may be needed. This report was completed in collaboration with parents and carers, children and young people over the course of the Autumn term 2015/2016 and also recently updated through a parent questionnaire.

The Special Needs coordinator (SENCO) is: Miss E Dooner

Type of education setting

Preschool aged 0-2		Secondary school	
Preschool aged 2-3		Nursery School	
Preschool aged 3-5	✓	Secondary with 6 th form	
Infant school		Post 16 provision (Colleges)	
Primary school	✓	Special school 2-19 years	
Junior school		Higher Education (Universities)	

Which of the following best describes your education setting?

Mainstream	✓	Special	
Resourced Provision (Mainstream with resourced unit)		Academy	
Community school		Foundation	
Free school		Alternative Provision (pupil referral unit)	
Faith school	✓	Residential 38/44 weeks	

Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery (38/50 weeks)		Preschool playgroup	

What communication methods do you offer?

Signs and symbols	√	PECS (Picture exchange communication system)	√
British Sign Language		Braille	
AAC (Augmentative and Alternative Communication)		Sign supported English	
Makaton		Signalong	√

What facilities does your education setting have?

Hydrotherapy pool		Sensory room or area	
Wheelchair Access	√	Accessible changing area	
Accessible toilets	√	Low stimulus environment	
Secure environment	√	Soft play facility	
Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	√
Accessible parking	√		
Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)		Not all toilets are accessible but we do have a disabled toilet facility.	

If you are a special school, do you specialise in any of the following?

Complex Health needs		Autistic Spectrum Conditions	
MLD (Moderate Learning Difficulties)		PMLD (Profound and multiple learning Difficulties)	
SLD (Severe Learning Difficulties)		Social, mental and emotional health	
SpLD (Specific learning Difficulties)		Hearing Impairment	
Challenging Behaviour		Visual impairment	
Physical Disabilities		Personal Care Needs	
Communication needs (Speech, Language and Communication)		Any Impairment (Any condition or impairment)	

Are any of the following made available on site at your education setting?

Needs led school nurse (Through requests and support from the local authority)	√	Needs led SALT (speech and language therapy) (Through requests and support from the local authority)	√
Needs led O/T (Occupational therapy) (Through requests and support from the local authority)	√	Needs led physiotherapy (Through requests and support from the local authority)	√
Personal Care			

Parents and Carers would like you to answer the following questions:

1. How does your education setting know if children/young people need extra help?

Identification strategies used include:

- Quality first teaching approaches
- Discussions with parents
- Pupil voice
- Teacher assessment
- Discussions with Head teacher, other staff and external agencies
- Results of standardised or diagnostic tests e.g. reading tests, SATs results, B Squared.

2. What do I do if I think my child has special educational needs?

Parents will

- Have access to the school's SEN and disability Policy and their child's entitlement within the SEN and disability framework.
- Be closely informed where there is a concern about their child's needs and be encouraged to contribute to the assessment.
- Be fully involved in decision-making, developing 'My Action Plan' (Previously known as IEPs) or One Page Profile, and setting appropriate targets.
- Be given information about the roles of other professionals.
- Be invited to review the progress of their child.
- Be informed about the Local Authorities Support Service when their child's needs are first identified.

3. How will the education setting staff support my child / young person?

The responsibilities of the SENCO are;

- The day-to-day implementation of the SEN policy and graduated approach.
- Planning and developing the SEN policy and provision together with the Head teacher and Governing Body, and ensuring schools meet its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Coordinating the provision made to support pupils with SEND, including those with an EHCP.
- Collaborating with the head teacher to identify patterns in the identification of SEND within the school, and comparing these with national data
- Liaising with relevant external agencies, including where a LAC has SEND, and being a key point of contact for said agencies
- Overseeing the deployment of the school's delegated budget, and other resources to meet pupils' needs
- Developing, managing and reviewing a Provision Map (Provision Management).
- Overseeing and updating the school census – SIMS.
- Enhancing positive and constructive relationships with parents.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- Keeping the Head teacher and Governing Body informed of developments annually.
- Identifying the need for training / INSET related to special needs and disability.
- Disseminating information to relevant staff.
- Co-coordinating the deployment of TAs supporting pupils with SEN and disabilities through the provision map.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Drawing up one-page profiles of pupils with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who don't have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up to date in line with the school's Data Protection Policy.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.

The Governors of St Wilfrid's school will ensure that:

- An appropriate member of staff is designated to be the SENCO, having responsibility for coordinating provision for pupils with SEND.
- Parents will have access to this policy.
- The SEN policy is in place in line with the requirements of the Code of Practice.
- All staff are aware of the contents of the SEN and disabilities policy.
- The Governing Body will be kept informed about the success of the SEN and disabilities policy.
- The Governing Body will continue to receive a review of the provision map.

4. How will the curriculum at your education setting be matched to my child / young person's needs?

The class teacher is responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Reviewing the progress and attainment of pupils with SEN and disabilities.
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern.
- Reviewing 'My Action Plan' targets for children three times a year.

A range of strategies are used to support the needs of pupils with SEN and Disabilities including:

- Different learning materials or more effective strategies (ICT software).
- Special equipment or resources.
- Some group or individual support.
- Extra adult time devoted to the nature of planned intervention and monitoring its effectiveness.

The SENCO will oversee further assessment of a pupils' strengths and weaknesses, monitor and review the impact of the action taken.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

All staff within St Wilfrid's review progress of pupils with SEN and disabilities:

- Through Wave 2&3 interventions and outcomes
- My Action Plan (previously referred to as IEPs)
- Records of reviews and outcomes
- Attainment across the curriculum
- Pupil Progress meetings
- Educational and other assessments
- Views of parents and pupil
- Involvement of other professionals

6. What support will there be for my child's/young person's overall emotional health and wellbeing?

- For children with emotional, mental and social development needs, we can offer 1:1 nurture time on a needs basis.
- We may also consult with Child and Adolescent Mental Health Services (CAMHS)
- Counselling opportunities may be available to children when needed from Gateway

Pupils with medical needs

- If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers.
- This information is shared with all staff. These will be updated at as and when appropriate. These are discussed with all staff who are involved with the pupil.
- Staff receive appropriate training to support pupils who have specific medical needs. This training is usually delivered by outside agencies.
- Where necessary and in agreement with parents/carers medicines are administered in school but only when a signed 'Medicine Consent Form' is in place to ensure the safety of both child and staff member.
- Some staff have received basic first aid training. This is updated regularly.
- At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

7. What specialist services and expertise are available at or accessed by the education setting?

At St Wilfrid's we do have access to

- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologist
- Ethnic Minority Achievement Service (EMAS)
- Targeted Education Support Service (TESS)
- Child & Adolescent Mental Health Service (CAMHS)
- Specialist Sensory Education Team
- Social Services
- SALT (Speech & Language Therapy)
- School Nurse
- OT (Occupational Therapy)
- Gateway

8. What training are the staff supporting children and young people with SEND had or are having?

Staff are informed about recent SEN and Disabilities information through:

- Staff meetings.
- INSET by SENCO, colleagues from Inclusion Services or other external agencies as appropriate.

Staff training will support the development of the skills of all teachers in meeting the needs of pupils with SEN and disabilities.

At St Wilfrid's we have trained members of staff in

Letters and Sounds, Speech and Language, PECS, Talking Tables and Nurture.

9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?

- Lessons are as inclusive as possible; with adjustments made depending on need. Children with disabilities are included on all school visits and residential.
- Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.

10. How accessible is the education setting environment?

- St Wilfrid's building is as inclusive as possible with wheelchair access and toilet facilities.

11. How will the education setting prepare and support my child/ young person to join the education setting, transfer to a new education setting or the next stage of education and life?

The following :

- All pupils attend transition sessions where they spend some time with their new class teacher.
- St. Wilfrid's enjoy a good working relationship with St. Edmund Arrowsmith High School and other local high schools. Open days and visits are a major part of the children's transition.
- The SENCO works closely with the SENCO at these high Schools.
- Nursery staff invite new parents to visit the school and take part in INSPIRE. School also offers the opportunity to visit parents at home or other settings if requested.

12. How are the education setting's resources allocated and matched to children's/young people's special educational needs?

- Developing, managing and reviewing a Provision Map (Provision Management).
- The SEN and D budget is allocated each financial year. The money is used to provide additional support or resources dependent upon the needs of each pupil with additional needs.
- Specific funding will be allocated to these pupils with an education, health and care plan (EHC Plan); this is support for those pupils with the most complex needs.

13. How is the decision made about what type and how much support my child/young person will receive?

- These decisions are made in consultation with the class teacher, SENCO, Senior Leadership Team together with any outside agencies.
- Once a term a multi agency meeting takes place with the Educational Psychologist, TESS teacher, Gateway service and SENCO, in order to review the school's needs. Decisions are based upon termly tracking of pupil progress and performance.

14. How are parents involved in the setting / school / college? How can I be involved?

- St Wilfrid's has an open door policy where parents are free to be involved with their child's education.
- Parents will be fully involved in decision making and setting appropriate targets.
- Parents will be given information about the roles of other professionals.
- Parents will be invited to review the progress of their child through several meetings during the academic year.

15. Who can I contact for further information?

- The parents first point of contact will be their child's class teacher
- The parents may wish to meet and discuss any issues with the schools SENCO this can be arranged by appointment
- Parent Partnership or Embrace can also be contacted for support and advice

Updated September 2021