



SEND Information Report

St. Wilfrid's RC Primary School

As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

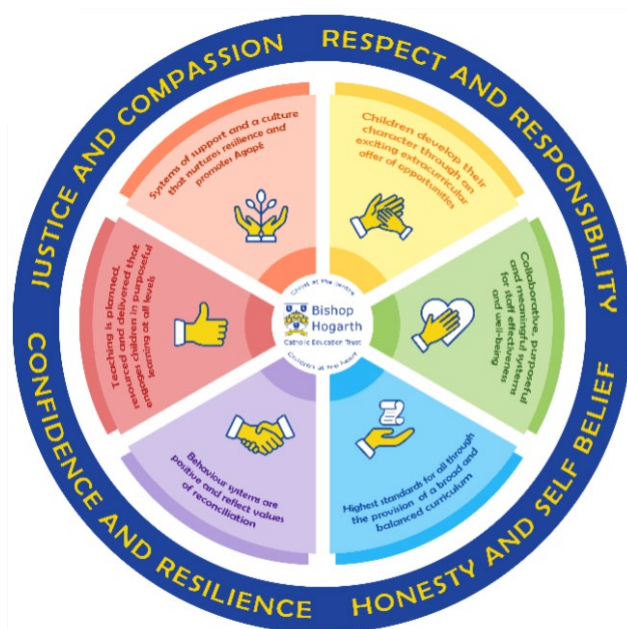
Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.

As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.



Approved on	July 2026
Next Review	June 2027

Our school's approach to supporting pupils with SEND

- At St Wilfrid's we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.
- Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEND.
- At St Wilfrid's we have appointed a Designated Person for Looked after Children who works closely with the SENCO to ensure all teachers in school understand the implications for those children who are looked after and have SEND.
- At St Wilfrid's we ensure that all pupils, regardless of their specific needs make the best possible progress.
- At St Wilfrid's we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.
- Class teachers are responsible for the progress of every child in their class and this includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for lifelong learning.
- At St Wilfrid's, all children are encouraged to participate in different activities to the best of their ability. Where necessary, adjustments are made to the physical settings, eg by providing different seating arrangements or adjusting the furniture to accommodate special needs. Support will be allocated where necessary in order to provide children with the additional help they need, while still promoting independence skills.

How will the school staff support my child?

The graduated response-Identifying, planning for and supporting pupils with SEND

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



How does the school know if children need extra help and what do I do if I think my child has special educational needs?

- **Assess**

Identification – Your child will be identified as having SEN and/or a disability if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority.

- We will begin support by involving you and your child in exploring possible barriers to learning together.
- Observations and assessments will then be carried out and, if required, input from specialist services may be sought with your permission.
- We will then draw up a support plan (SP) for your child and they will be added to the Special needs register to allow us to monitor their needs closely. These will be reviewed and updated termly.
- EHCPs (Education, Health and Care Plans) will be used when a child's needs are deemed more complex and require the input from a range of outside agencies. This could be in the form of Educational Psychologists, Occupational Therapists or other professionals with an area of expertise, e.g. Autism. An EHCP helps to determine the level of educational, social and health support the child needs.

- **Plan**

Our procedures are in line with the SEN Code of Practice (2014). The first point of contact is the class teacher, who has overall responsibility for the welfare of your child. Additional provision is planned carefully and overseen by Mrs Shaw, the SENDCO (Special Educational Needs and Disabilities Co-ordinator). It is implemented by a skilled team of teachers and supported by experienced teaching assistants. SEND Resources At St. Wilfrid's we have an extensive range of different SEND resources and interventions available. These are closely matched to the needs of our children and their progress is monitored by the class teacher, the SENDCO, staff with specific curriculum responsibilities and TA's. Where provision does not result in adequate progress, as outlined in the SEN Code of Practice, the SENDCO (Mrs Shaw) will be consulted for advice.

- **Do**

Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class. Daily planning considers individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND. Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning. Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised.

Additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this. We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

- **Review**

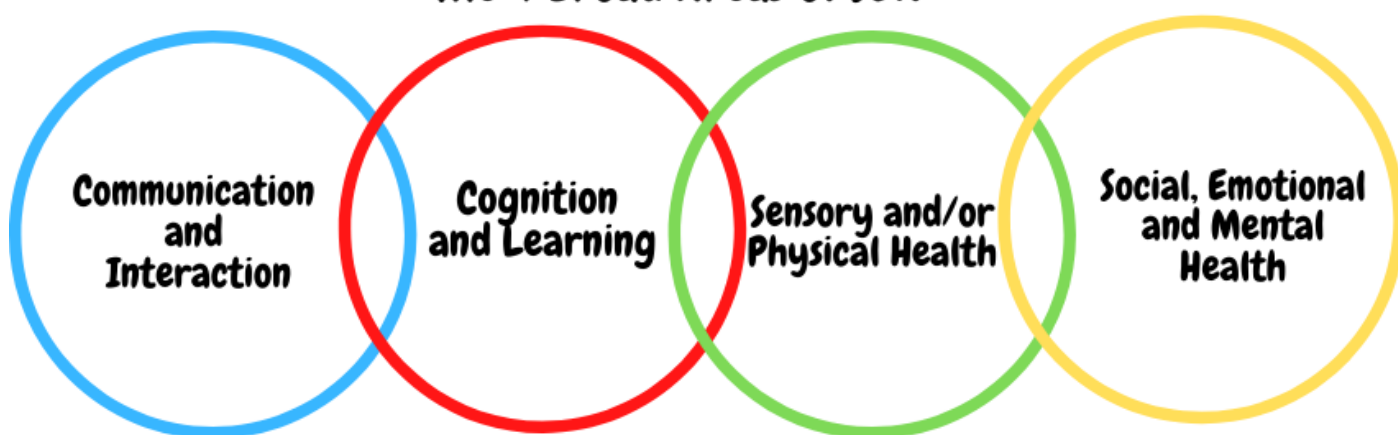
If despite all steps taken, good progress is still not being made we will refer back to our graduated approach and increase/change support whilst continuing to monitor and review progress. It may also be necessary, at this stage, to consult with the expertise and specialist services secured by the school. Consultation sessions are held in the Autumn and Spring terms where you can meet your child's teacher to discuss and look at their work in different subject areas. A further opportunity is provided in the Summer term for you to discuss your child's end of year report. Parents that have children on the school's SEN Support Register, are also invited to give feedback and discuss support plans termly. Of course, if you would like to meet Mrs Shaw or your child's class teacher at any point during the term, this can easily be arranged.

For every child who is in the care of the Local Authority, (a looked after child - LAC), a Personal Education Plan (PEP) will be devised. This Plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements. If your child has an EHC plan, you will be invited to an annual review of this plan.

Home school diaries can be used to support communication between home and school, you are encouraged to use these where appropriate. Please speak to your child's class teacher if you feel this is of benefit to your child.

How will the curriculum at our school be matched to my child's needs?

The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

Communication and Interaction

Strategies to support children with these needs include:

- Access to small group and/or individualised interventions to develop skills in communication and interaction with others, e.g. Time to Talk, Nursery Narrative, Socially Speaking
- Visual timetables used in every classroom
- Flexible approaches to timetable
- Modifications to lunch and/or break times, e.g. duties, time change
- Access to additional aids/technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions, e.g. advance notice, familiar resources
- Mentoring and/or buddy systems

Cognition and Learning

Regular, individually focused interventions, e.g. reading (Reciprocal reading), phonics (Sounds Write.), numeracy (Power of 2)

- Increased access to small group support in class
- Practical aids for learning, e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, individualised success criteria
- Increased access to ICT programmes, e.g. Nessy, Clicker 8
- Flexible groupings
- Access to technical aids e.g. spell checker, ICT software and/or hardware
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum/delivery adaptations to meet the learning needs of individuals
- Frequent repetition and reinforcement

Sensory/Physical

Strategies to support children with these needs include:

Occupational Therapy interventions e.g. TTOTS, In the bag, Take Ten

- Movement Difficulty service.
- Concrete apparatus available to support learning, e.g. Numicon materials (numeracy)
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- Sensory resources available e.g. wobble board, headphones/ear guards, individualised work stations, Sensory tent, Standing desks
- Access to support for personal care, e.g. school nurse service

Social, Emotional and Mental Health

Strategies to support children with these needs include:

Access to time out/individual work area

- Individualised rewards system
- Access to counselling services, e.g. CAMHS, school counsellor
- Increased access to additional adults in and out of the classroom
- Supported transition programme with chosen secondary school
- Opportunities to develop Social and Emotional aspects of learning through small group work, e.g. Social Stories, Lego Therapy

How does our tiered graduated approach support children with SEND?

At St. Wilfrid's RC Primary School we use a tiered graduated approach to ensure that every child receives the right level of support at the right time. Provision is organised into Wave 1 (Universal Support), Wave 2 (Targeted Support) and Wave 3 (Specialist Support), enabling us to respond flexibly to children's individual strengths and needs through the cycle of Assess, Plan, Do and Review.

Cognition and Learning		
Wave 1	Wave 2	Wave 3
• Differentiated teaching and learning activities • Adaptive teaching strategies to support access and challenge • Flexible grouping arrangements to maximise learning • Visual supports and structured classroom routines (e.g., visual timetables) • Practical learning aids such as table squares, number lines, pictures, photos, accessible reading materials, and individualised success criteria • Increased access to ICT tools and programmes (e.g., Nessy, Clicker 8) • Frequent repetition and reinforcement of key skills • Regular teacher assessment and monitoring to identify needs early • High-quality teaching delivered by staff skilled in inclusive practice.	• Small-group interventions focused on specific learning needs • Targeted literacy programmes (e.g., reading interventions such as Reciprocal Reading) • Targeted phonics interventions (e.g., Sounds-Write) • Targeted numeracy interventions (e.g., Power of 2) • Increased access to small-group support within class • Use of practical learning aids (e.g., table squares, number lines, pictures, photos, accessible reading materials, individualised success criteria) • Increased access to ICT support tools (e.g., Nessy) • Access to technical aids such as spell checkers, supportive software or hardware • Adaptations to assessments (e.g., readers, scribes, ICT access) • Curriculum and delivery adaptations to meet individual learning needs • Flexible grouping arrangements to support targeted learning	• Individual support plans with personalised, specific learning targets • interventions delivered 1:1 or in very small groups. • Involvement and advice from external professionals, such as: ❖ Educational Psychologists ❖ Speech and Language Therapists ❖ Occupational Therapists ❖ CAMHS or other specialist services • Adapted curriculum pathways or bespoke timetables where appropriate • Use of specialist equipment, technology, or resources as advised by professionals • Increased monitoring through the Assess–Plan–Do–Review cycle

Communication and Interaction

Wave 1	Wave 2	Wave 3
• Visual timetables used in every classroom • Flexible approaches to the timetable to reduce anxiety and support predictability • Modifications to lunch and/or break times (e.g., duties, time changes) • Access to additional aids/technology to support communication • Explicit teaching of generalising skills from one context to another • Careful planning of transitions, including advance notice and familiar resources • Mentoring and/or buddy systems to support social communication • Access to small-group and/or individualised activities to develop communication skills (e.g., Time to Talk, Nursery Narrative, Socially Speaking) • Encouragement to participate in activities to the best of their ability, with adjustments made where necessary • Adaptive teaching and classroom routines that support interaction and understanding	• Small-group interventions to develop communication and interaction skills (e.g., Time to Talk, Wellcomm, Socially Speaking) • Targeted speech and language support activities • Short-term intervention plans with specific, measurable outcomes • Increased monitoring through the Assess–Plan–Do–Review cycle • Parent/carer consultation meetings to review progress and next steps • Additional adult support in small groups to model and scaffold communication • Structured social skills groups to support turn-taking, conversation, and peer interaction • Adjustments to routines or environments to reduce communication barriers • Increased monitoring through the Assess–Plan–Do–Review cycle • Parent/carer consultation meetings to review progress and strategies • Use of visual supports, prompts, and structured language activities • Pre-teaching and overlearning of key vocabulary or concepts	• Individualised support plans with personalised communication targets • Specialist interventions delivered 1:1 or in very small groups • Involvement from external professionals such as: ❖ Speech and Language Therapists ❖ Educational Psychologists ❖ Occupational Therapists (where sensory needs impact communication) ❖ CAMHS or other specialist services • Implementation of specialist communication programmes as advised by professionals • Use of specialist communication aids or technology (e.g., AAC tools, communication boards) • Adapted curriculum pathways or bespoke timetables where communication needs significantly affect access • Enhanced adult support to facilitate communication across the school day • Carefully planned, supported transitions with personalised resources (e.g., transition booklets, familiarisation visits)

Social Emotional and Mental Health

Wave 1	Wave 2	Wave 3
• Access to pastoral and emotional wellbeing support • Positive behaviour support across the school • Access to time-out/individual work areas when needed • Individualised rewards systems used proactively • Opportunities to develop social and emotional skills through whole-class and group activities • Adaptive teaching and routines that support emotional regulation • Regular teacher assessment and monitoring of wellbeing and engagement • Encouragement to participate in activities to the best of their ability, with adjustments where necessary	• Small-group interventions to develop social and emotional skills (e.g., Social Stories, Lego Therapy) • Targeted emotional regulation groups or activities • Increased access to additional adults for support in and out of class • Short-term intervention plans with specific SEMH outcomes • Increased monitoring through the Assess–Plan–Do–Review cycle • Parent/carer consultation meetings to review progress and strategies • Adjustments to routines, environments or expectations to reduce emotional barriers • Structured support for transitions within school • Individualised reward or behaviour plans tailored to specific needs • Increased monitoring through the Assess–Plan–Do–Review cycle • Parent/carer consultation meetings to review progress and strategies	• Individual support plans with personalised SEMH targets • Specialist interventions delivered 1:1 or in very small groups • Involvement from external professionals such as: ❖ CAMHS ❖ Educational Psychologists ❖ School counsellor ❖ Other specialist mental health or behaviour services • Supported transition programmes with secondary schools for vulnerable pupils • Multi-agency review meetings with parents/carers and professionals • Applications for additional funding or an Education, Health and Care Needs Assessment (EHCNA) where appropriate • Enhanced adult support across the school day to maintain emotional regulation. • Adapted curriculum pathways or bespoke timetables where SEMH needs significantly affect access • Specialist recommendations implemented consistently across settings.

Physical and Sensory		
Wave 1	Wave 2	Wave 3
• Sensory resources accessible in classrooms (e.g., wobble boards, headphones/ear defenders, individual workstations, sensory tent, standing desks) • Adapted curriculum materials to enable full access (e.g., alternative recording devices, modified PE activities) • Flexible seating and classroom arrangements to meet sensory or physical needs • Access to support for personal care when needed (e.g., school nurse service) • Adjustments to the physical environment to reduce sensory overload • Encouragement to participate in activities with reasonable adjustments made	• Targeted Occupational Therapy programmes (e.g., TTOTS, In the Bag, Take Ten) • Support from the Movement Difficulties Service • Small-group or individual sensory-motor interventions • Increased access to sensory tools or equipment as part of a structured plan • Short-term intervention plans with specific physical or sensory outcomes • Increased monitoring through the Assess–Plan–Do–Review cycle • Parent/carer consultation meetings to review progress and strategies • Adjustments to routines or environments to reduce sensory barriers • Targeted support for fine and gross motor development	• Individual support plans with personalised physical or sensory targets • Specialist interventions delivered 1:1 or in very small groups • Involvement from external professionals such as: ❖ Occupational Therapists ❖ Physiotherapists ❖ Movement Difficulties Service ❖ Educational Psychologists (where physical/sensory needs impact learning) • Specialist equipment or technology recommended by professionals • Adapted curriculum pathways or bespoke timetables where physical/sensory needs significantly affect access • Multi-agency review meetings with parents/carers and professionals • Enhanced adult support across the school day to maintain safety and access • Carefully planned transitions with personalised resources and familiarisation visits

What training is provided for staff supporting children with SEND?

SEND staff attend regular network meetings in the county and within Bishop Hogarth Trust to gather information and support. Staff undertake training as children's needs are identified. In the last academic year, staff have received training on Quality First teaching and inclusive classroom strategies, Zones of regulation, Autism training, low mood and depression, De-escalation training, Anxious about School, Attention Difficulties, Attachment difficulties and support plan writing.

How do we support transition in our school?

Transition within classes/key stages:

At St Wilfrid's we recognise how important a successful transition is to our pupils with additional needs. Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Individual targets/requirements for all SEND children will be discussed with the new teacher and agreed by Mrs Shaw. Children who require additional support to ensure a smooth transition to their new class, will be included in a programme supported by the class HLTA/TA. This can be in the form of additional visits from the new class teacher into the current year group to familiarise themselves with the children and their needs. The children then also get to visit their new classroom regularly for informal visits and then the whole school has 'Move up Day' where the children visit their new class for a whole morning. Transition booklets are given to children who may need to familiarise and revisit what their new classroom looks like and who the key staff are.

Transition to Secondary settings:

We are particularly keen to involve parents/carers as much as possible in their child's transition to secondary school. School staff will take opportunities to work alongside parents/carers to visit secondary schools in advance of secondary placement applications being submitted to the Local Authority. This ensures parents/carers can make the most informed placement decision for their child. When a secondary school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process. Once places have been allocated, we work in partnership with our feeder secondary schools to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of additional visits for pupils, one to one / small group working with secondary school staff or pupil mentoring from secondary schools. The period of transition depends on the individual needs of the pupil. If it is felt appropriate secondary school colleagues will attend Annual Reviews to meet the current class teacher, parents and most importantly the pupil. We have found this strategy particularly useful in easing any worries or concerns parents and pupils may have.

We work closely with all secondary schools in the area.

- The majority of our children move on to St. John's School and Sixth Form College.
- The transition process will begin early in the Autumn term of Y6, for some of our more vulnerable children.
- Meetings are held for the transfer of essential information relating to Support Plans, EHCPs, Child and Family Services and pastoral matters.
- We can also support you in organising meetings with secondary school staff if you wish to speak to them personally.
- When reviewing an EHCP for children in Y6, staff from the secondary school will always be invited to the review meetings.

Where can I get further information about services for my child?

The Local Offer

Further information to support this document can be found at the following links:

- * SEN Code of Practice (graduated response) <https://www.gov.uk/government/consultations/revision-of-the-send-code-ofpractice-0-to-25-years>
- * Local Authority's Local Offer <https://www.durham.gov.uk/localoffer>

What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan

Accessibility

With due regard to our admission policy, parental choice and accessibility of the school building all children with special educational needs who apply will be accepted by the school. Admission Policy

- All of the school site is fully wheelchair accessible.
- Disabled toilet facilities are located near the school hall.
- Communication with parents whose first language is not English is supported by advice from the Local Authorities EAL (English as an additional language) team.
- All families whose first Language is not English can communicate with staff through Class dojo, which has a translate option when sending private messages.

Activities Outside of School

St. Wilfrid's is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child to be educated alongside their peers. This may include extra staffing and/or equipment.

- Staff who are arranging an offsite trip will discuss with parents and the SENDCO any requirements needed and the suitability of any trip which the school is taking part in.
- We will not stop your child from going on a trip due to their special educational needs and/or disability if the trip is suitable for your child and their safety and the safety of others is not compromised.
- The Head Teacher (Miss Sands) oversees all trips to ensure children are safe and included and adaptations made whenever possible.

What to do if you have a complaint, a compliment, or a query.

The school details and relevant contacts

If you require any further information or would like to discuss your child at St. Wilfrid's, please use the following contacts below.

Miss J Sands – Head Teacher

Mrs R. Shaw – SENDCO

St. Wilfrid's RC Primary School, Murphy Crescent, Bishop Auckland, DL14 6QH Tel: 01388 603451

Website – www.st-wilfrids.durham.sch.uk

Email – office@stwilfrids.bhcet.org.uk

Carmel Trust website – www.carmeleducationtrust.org.uk

Academy contact – Stuart McGhee 01325 254525

Name of school SEND governor.

To be confirmed.