St Wilfrid's RC College

SEND Information Report 2026-2027

This report will be reviewed, evaluated and ratified by the governing body annually.

This report was written in line with the guidance in Schedule 1, Regulation 51 of the Special Educational Needs and Disability Regulations (2014), Section 69(2) of Children and Families Act 2014 and Section 6 of the SEND Code of Practice 0-25 years 2015.

What is the Local Authority Local Offer?

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEND) aged 0-25. This is called the **'Local Offer'.**

The intention of the Local Offer is to improve choice for families and be an important resource for parents/carers in understanding the range of services and provision in the local area.

The current link to the LA Local Offer website can be found at:

https://sendlocaloffer.southtyneside.gov.uk/

The SEND Local Offer is designed to help you find the best support for children and young people aged 0 to 25 who have Special Education Needs and Disabilities (SEND). The website contains newsletters, health and wellbeing information, preparation for adulthood information as well as parent/carer forums.

St Wilfrid's RC College's contribution to the local offer follows the 3-type model set out by South Tyneside Local Authority; universal, targeted and specialist support.

General information, school ethos & approach

At St Wilfrid's RC College, we strive for excellence and aim to help all of our students achieve their full potential. The school is a happy, vibrant community where students work hard in their academic studies and are involved in a wide range of sporting, creative, practical and social activities. At Wilfrid's RC College 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. Throughout this document the term SEND will be used for a child or young person who has a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (Code of Practice 2015, p16)
At St Wilfrid's RC College we have appointed a Designated Teacher (Assistant Headteacher for Inclusion) for Looked after Children who work closely with the Heads of Houses to ensure all teachers in school understand the implications for those children who are looked after and have SEND.

The community is committed to the academic and personal development of all pupils. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). We ensure that all pupils, regardless of their specific needs have access to a challenging and aspirational curriculum, and the support they require to succeed. At St Wilfrid's, we firmly believe that all teachers are teachers of SEND, all leaders are leaders of SEND and all governors are governors of SEND.

Statement of Intent for Promoting Equality

At St Wilfrid's RC College, we are committed to equality. We aim for every pupil to fulfil their potential. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

St Wilfrid's RC College is proud to be inclusive and will endeavour to support every child. All pupils follow a broad, balanced and highly aspirational curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.

- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

Within SEND there are four broad areas of SEND, these are:

- **Communication and Interaction**
  This area of need includes children with a diagnosis of Autism and those with Speech, Language and Communication Needs

- **Cognition and Learning**
  This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

- **Social, Emotional and Mental Health Difficulties**
  This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn

- **Sensory and/or Physical Difficulties**
  This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

SEND provision within St Wilfrid's RC College sits alongside other policies and information documents such as:

- School Admissions
- SEND Provision – SEND policy
- Accessibility plan
- Safeguarding
- Behaviour Policy

School Admissions

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We liaise with parents/carers and previous education providers prior to the pupil starting St Wilfrid's RC College, in order to discuss the identified needs, allowing for the planning and implementation of

appropriate intervention. Advice from the LA or other agencies may be requested to ensure any the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by South Tyneside Council and on the LA website. Please consult the admission policy for St Wilfrid's RC College for further details.

Applying for a school place if your child has an Education, Health and Care Plan

Children and young people with an Education, Health and Care Plan follow a different admission and transfer process for a new school. Please complete a Council parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Staffing and any Specialist Qualifications/Expertise

At Wilfrid's RC College we have a talented and committed SEND team:

- Mrs Amy Keenan – SEND Co-Ordinator
- Miss Hannah King – Assistant SEND Co-Ordinator
- Miss Sharon O'Brien – LSA
- Miss Neve Ramshaw – LSA
- Miss Edweena Aninor – LSA

However, all of our staff have responsibility for SEND and are provided regular training opportunities, including from external professionals and through providers such as Whole School SEND.

Contacts

The following are the main contacts for Special Educational Needs and Disability at St Wilfrid's RC College

Mr G Sanderson is the Acting Head Teacher

Miss E Shaughnessy is our designated SEN Governor

Mrs A Keenan is the designated Special Educational Needs Coordinator. It is the SENCO's job to:

1. Oversee the day-to-day operation of the school's SEND policy

2. Liaise with the relevant Designated Teachers where a looked after pupil has SEND
3. Advise teachers on using a graduated approach to providing SEND support
4. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
5. Liaise with parents/carers of pupils with SEND
6. Liaise with and be a key point of contact for external agencies
7. Ensure that the school keeps the records of all SEND pupils up to date
8. Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements

Pastoral, Medical and Social Support

The school is committed to supporting the holistic wellbeing of all students, including those with Special Educational Needs. We have a dedicated pastoral structure comprising Form Tutors, Heads of House, and Assistant Heads of House who provide ongoing pastoral care and social support. These teams work closely with the SEN department to ensure that students receive tailored guidance and interventions that help them thrive both academically and personally. Our collaborative approach ensures that every student feels safe, supported, and valued within the school community, with access to appropriate medical and social care where needed.

Types of SEND at St Wilfrid's RC College

At St Wilfrid's RC College, we have experience of supporting children and young people with a wide range of need including:

Specific learning difficulties

Moderate learning difficulties

Autism

ADHD

Speech, language and communication needs

Hearing impairment

Visual impairment

Physical difficulties

Social, emotional and mental heath

The table below shows the current areas of need:

Year	Number	Cognition and Learning	Communication and Interaction	Sensory and Physical	SEMH	Other	Of these, number with ECHP
Year 7	37	12	7	3	15	0	2
Year 8	30	13	8	2	7	0	1
Year 9	25	5	7	0	13	0	2
Year 10	30	8	10	3	9	0	4
Year 11	24	4	9	0	11	0	6
Year 12	4	1	3	0	0	0	0
Year 13	2	0	1	0	1	0	0
Total	152	43	45	8	56	0	15

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENCO.

All SEND pupils have a support plan. Within this plan will be key information for staff, along with targets that the student will be working towards, which will be set in co-production between school, parents and the student at least three times a year, as set out in the SEND Code of Practice (2015).

Pupil and parent/carer voice are collected as part of the review process.

Consultation with parents and carers of children and young people with SEND

At St Wilfrid's RC College, we are committed to working with parents and carers to identify their child's needs and support in order to meet agreed outcomes. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Ongoing informal and formal discussions with a member of the pastoral team and/or SENCO;

- An 'open-door' policy, where parents and carers are welcome to call and/or arrange meetings to come into school to discuss any concerns they may have;
- Through termly reviews of a child's SEND Support Plan or the Annual Review of their EHC Plan.
- Parent/carer voice is collected as part of the review process. Provision is planned and interventions allocated on individual needs with pupils actively involved in setting their outcomes.

Finance

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body.

- Staffing - We have six dedicated learning support assistants who work in and out of the classroom
- Literacy interventions
- Numeracy interventions
- Supported revision sessions
- Social skills groups
- Emotional Resilience
- Screening for external assessment
- SEND specific resources
- Adapted curriculum resources where appropriate
- Referral and support from external specialists
- Supported social time

If a child has complex special educational needs, we could also receive additional top up funding from the Local Authority to meet the agreed outcomes. A Costed Provision Map will be developed in liaison with the child, young person, parent or carer.

Teaching, Learning and the Curriculum

At St Wilfrid's RC College, we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all planned activities that the school organises in order to promote learning, personal growth and development.

It 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 life-long learning. Pupils with additional SEND needs regularly are invited to attend extracurricular activities with independence encouraged at all age and ability levels.

How we identify and assess children with special educational needs

Most children and young people will have their special educational needs met in mainstream schools through excellent classroom practice. This is called **Quality First Teaching.**

At St Wilfrid's RC College we follow a graduated support approach which is called **"Assess, Plan, Do, Review"**. This means that we will:

- **Assess** a child's special educational needs
- **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

Quality First Teaching (QFT):

• Ensures that the teacher has high aspirations for each child in their class.

• Ensures all teaching is based on what your child already knows, can do and understands in order to help them progress.

• Involves various ways of teaching so that your child is fully involved in learning in class.

• Requires constant assessment and planning from the assessment so progress is made and the needs of each child are met.

Identification of needs is conducted through class observations, teacher, parent/carer and pupil feedback in addition to information from assessment tools in addition to information received from outside agencies.

As part of this approach, we will produce a SEND Support Plan, where necessary, that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process and will be invited into school each term to discuss the support plan.

A small percentage of children and young people with significant learning difficulties may need an assessment that could lead to an Education, Health and Care Plan.

You can find details of how we adapt the curriculum and make it more accessible for pupils with SEND below:

- Quality First Teaching – most needs will be met in the classroom with the subject teacher. We expect teachers to plan and use scaffolding to ensure all pupils can access a challenging curriculum which is tailored to their needs and progress.
- Staff members are trained and use competently, a range of teaching and learning styles to ensure all pupils can access both home and class work.

We have a close working relationship with external agencies which support this process, including, but not limited to, the visual and hearing impairment services, the Inclusion Service and our assigned Educational Psychologists

- Specific group work is integral to directed curriculum adaptations and targeted intervention groups. Pupils may be grouped on ability or skill strength. They are academically and socially challenged.
- An innovative and supportive curriculum is often needed at KS4 where specific individual support for children whose learning needs are severe, complex and lifelong is required.
- Where it is felt that there is a specific need for targeted emotional support students are referred to the school counselling service and we have a very close working relationship with local mental health support services.
- Extra support to assist learning outside the classroom is offered in a broad range of extra-curricular activities such as active lunch sports clubs, safe social spaces, STEM club and homework club.
- Social skill sessions are held weekly to build social confidence, emotional understanding and turn taking.
- Specialist professionals from outside agencies support pupils such as educational psychologists and the emotional resilience team. Other specialists will be called upon if and when necessary.
- Working with staff to ensure additional pastoral support arrangements for listening to the view of students with SEN.

At St Wilfrid's RC College there is a robust monitoring system for all students, mapping progression and tailoring support where necessary. Progress is collected after every 13-week cycle and reported home. If the pupil has additional needs specific support will be given as appropriate. The effectiveness of the support is closely monitored and altered accordingly.

External Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity for example preview audio materials or visual material and access to other reading material in an accessible form
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly for example counselling
- Provide individual, small group and whole class direct intervention and support
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

How we evaluate the effectiveness of SEN provision

At St Wilfrid's RC College there is a robust monitoring system to continuously ensure the provision has a positive impact on the outcomes for all pupils, including but not exclusive to:

- Book/work scrutiny
- SEND Learning walks
- Departmental insight (lesson observation and monitoring of planning)
- Evaluation of policy and practice
- Pupil and parent/carer voice
- Performance management
- Quality Assurance processes
- Regular audits (where possible including external specialists)

Transition Arrangements

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. How we will support children with SEND when they are moving on to another class or leaving this school:

- For students in year 6 moving into Year 7, Heads of House and/or the SENCO will visit primary feeder schools. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEND information. For students with SEND, the SENCO receives all relevant Year 6 information, including SEND files and SEND Support plans. Parents/carers of students with SEND are also invited into school in the summer term prior to starting in order to build relationships and reduce potential anxiety around support.
- All Year 6 students who will be attending St Wilfrid's RC College are invited to attend transition days in the summer term. Some students with SEND needs are invited for extra sessions to introduce them to the school. For students with a significant picture of needs or an EHC plan, the SENCO will attend Year 5/6 review meetings to understand and plan for their transition. Pupils moving between key stages within school will be given support and guidance with their subject choices.
- SEND Students moving from Year 11 to other establishments and employment will have a planning meeting in order to establish appropriate pathways are discussed with their needs met to support the transition into adulthood and independent living. We also liaise with their next provider to ensure that they understand a student's support needs by providing a transition plan created in conjunction with students, families, careers advisors and SEND caseworkers if necessary.

Compliments and Complaints

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents/carers or in the form of a letter to the Head Teacher.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

South Tyneside Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) are also able to assist parents/carers of children with special educational needs

If the concern is directly related to decisions around an EHC Assessment or EHCP this will be managed directly by the South Tyneside Statutory Casework Team. Parents/carers will be contacted directly by the team to receive information about the mediation services and other action parents/carer may consider.

Feedback

We are always seeking to improve the quality of education we provide for children with SEND and are keen to hear from parents/carer about their child's experience.

Additional Help

Further information is available using the local offer page where other relevant provision e.g. leisure activities, home to school transport, careers advice can be found on the South Tyneside website. https://sendlocaloffer.southtyneside.gov.uk/