

SEND Information Report

St William's Catholic Academy

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

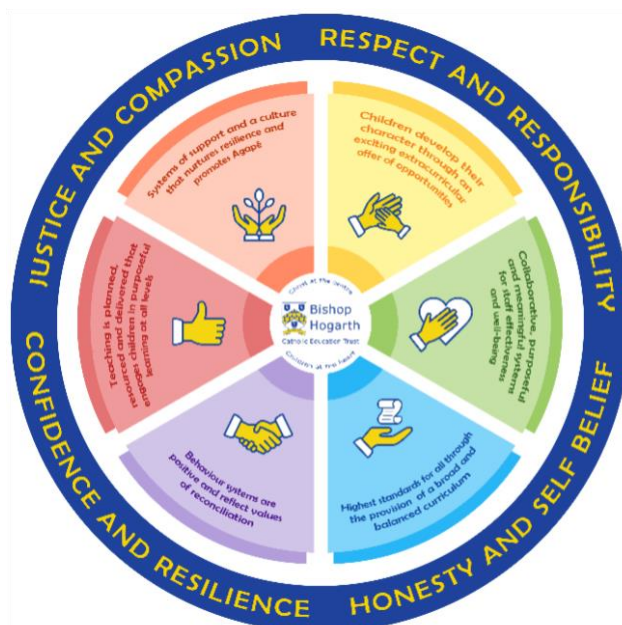
compassionate towards others, especially the vulnerable.

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	June 2026
Next Review	TBC

Our school's approach to supporting pupils with SEND

St William's Catholic Academy strives to be an inclusive school. Inclusion is central in the Catholic ethos and values of the school – a philosophy which covers every child's rights and entitlements to the very best experiences education can offer. We aim to offer children an educational experience where staff will strive to identify and remove barriers to learning and create an environment in which every child is encouraged to reach their full potential and ensure 'no child is left behind'.

Teachers are responsible for the progress of all pupils in their class. High quality teaching is personalised to meet every child's need/s. This is the first step in supporting pupils who may have a SEND (Special Educational Needs and/or Disabilities). All children are challenged to do their very best. This is enough for most pupils to make progress.

All children will be taught a broad and balanced curriculum; differentiated to the needs of each individual. Where children require extra support, specialist resources or extension materials, these will be provided wherever possible.

All children are known well by their class teacher and SENDCo, who develop strong relationships with them. Good behaviour and work is rewarded.

Your child can express their views in several ways, including via their class school council representative, through our buddy system, through subject ambassadors or directly to staff, e.g. their 'safe person'.

Buddies, mentors and the student council representatives encourage all pupils to have a voice in school.

We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed.

We have a range of extra-curricular activities which are open to all children, such as a choir, cookery, football, cricket, gymnastics, netball, dance, clay crafts and dungeons and dragons.

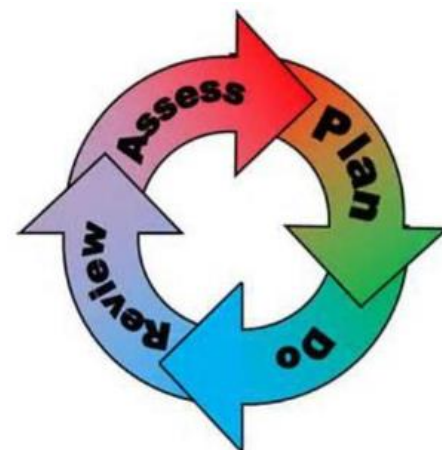
We also have a SEND governor (Mrs Cross), who has particular involvement with SEND policy and provision.

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?

1. Assess

Children's behaviours and progress are monitored closely by staff members working with the children on a daily basis. A child will be identified as having a SEND 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. Or if they are displaying social and emotional difficulties beyond what is expected within an age range.

If a child is considered as having SEND as he/she is not making expected progress then parents will be contacted either by their teacher or when appropriate, Mrs Curtis (SENDCo). Concerns arising in school will be shared and possible barriers to learning will be discussed. A short note to monitor progress against small targets may then be created.

Where appropriate, the child may be placed on our SEND Support Register and a plan will be devised by the class teacher that will set achievable targets. These will be reviewed and updated at least termly. Observations and assessments will then be carried out and, if required, input from specialist services may be sought with parental permission.

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.

2. Plan

Our procedures are in line with the SEND Code of Practice (2015):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

A SEN plan is created by the class teacher and monitored by the SENDCo. This sets out SMART targets for the child to achieve across a half term. The plan is shared with the child where appropriate. It is implemented by a skilled team of teachers and supported by experienced teaching assistants.

At St William'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 and staff with specific curriculum responsibilities, e.g. English or Maths Co-ordinator.

Where provision does not result in adequate progress, as outlined in the SEND Code of Practice, the SENDCo should be consulted for advice.

3. 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.

4. Review

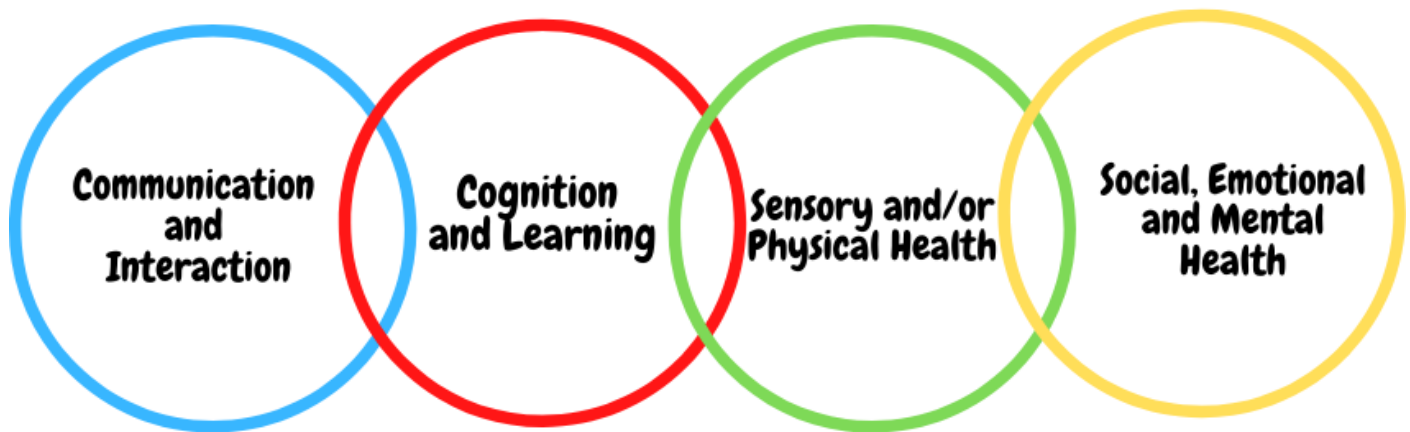
Progress of children with a SEND will be reviewed at least termly.

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 school.

Parents that have children on the school's SEND Support Register, may also be invited to termly meetings to review their child's support plan. Parents also have the opportunity to respond in writing termly to reviewed SEN plans.

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

The 4 Broad Areas of SEN



At our school, we want every child to feel confident, successful and supported. Sometimes children need a little extra help with their learning, and we use a system called Waves of Support to make sure they get the right help at the right time. There are three waves, starting with what every child gets, and adding more support if needed.



St William's Catholic Academy

Waves of Intervention



At our school, we want every child to feel confident, successful and supported. Sometimes children need a little extra help with their learning, and we use a system called **Waves of Support** to make sure they get the right help at the right time. There are **three waves**, starting with what every child gets, and adding more support if needed.

Wave 1: Quality Teaching for Every Child

This is the teaching your child receives every day in the classroom. This includes well planned and engaging lessons, adapting work to meet different needs, clear explanations and good routines help children learn and teachers regularly checking learning and addressing gaps.

Most children make good progress with Wave 1 alone.

Cognition and Learning	Communication & Interaction	Social, Mental and Emotional Health	Sensory and Physical
High-quality teaching for all pupils through an ambitious, well-sequenced curriculum Learning broken into small, manageable steps to reduce cognitive load Use of explicit instruction and teacher modelling to demonstrate thinking Structured lessons: <i>review</i> → <i>teach</i> → <i>guided practice</i> → <i>independent practice</i> → <i>reflection</i> Regular retrieval practice and repetition to embed knowledge in long-term memory	Language-rich classrooms with explicit vocabulary teaching (Tier 2 & 3) Consistent use of visual timetables and structured routines Opportunities for: - Oracy and discussion - Debate and reasoning - Pupil voice (school council, buddy systems, safe adult) Clear adult modelling of communication and interaction Use of LIGHT pedagogy structure to support understanding Adapted teacher talk (clear, concise, structured explanations)	Whole-school behaviour culture rooted in: - Respect - Responsibility - Compassion - Resilience Positive relationships between staff and pupils Consistent expectations and predictable routines Restorative approaches to behaviour Whole-class strategies including: - Recognition and reward systems "Fresh start" ethos Safe spaces and opportunities to share concerns	Well-organised, calm and accessible environments Thoughtful seating and classroom layout Access to: - Basic sensory supports (movement, positioning) - Practical and hands-on learning Inclusive participation in: - Curriculum - Trips - Extra-curricular activities Staff awareness of medical, physical and sensory needs Adaptations to the physical environment where needed

Use of: • Visuals, diagrams and models • Worked examples • Manipulatives (Numicon, number lines, concrete apparatus) Flexible grouping and adaptive teaching within lessons Scaffolding through: • Writing frames • Vocabulary banks • Partially completed examples Frequent formative assessment and responsive teaching Use of technology to model and support learning High expectations with appropriate challenge for all learners	Flexible timetabling where needed Support with transitions within the day	Explicit teaching of emotional regulation and behaviour for learning Strong attendance and safeguarding culture Inclusive ethos ensuring all pupils feel they belong	
--	---	---	--



St William's Catholic Academy Waves of Intervention



Wave 2: Targeted Group Support

Some children may need a short period of extra help, working with a n additional adult to catch up or strengthen skills. **This may involve:** small-group session, support in reading, writing, progress. **All interventions in Wave 1 can be accessed in Wave 2.** These small steps can make a big difference in confidence and learning.

Cognition and Learning	Communication & Interaction	Social, Mental and Emotional Health	
Small group interventions for: - Phonics - Reading - Writing - Maths Short- and long-term memory development programmes Focused interventions to address gaps in learning Flexible grouping based on current attainment and need Increased access to: - ICT programmes - Technical aids (spell checkers, software) Additional adult-led guided practice Pre-teaching and overlearning Curriculum adaptations and modelling in small groups	Small group programmes such as: Socially Speaking Time to Talk Additional communication interventions tailored to need Explicit teaching of: - Social communication - Generalising skills across contexts Vocabulary pre-teaching before lessons Supported group discussions	Targeted small group interventions including: - Social skills groups - Emotional regulation programmes Mentoring and buddy support Time out or individual work areas Individualised reward systems Small group mindfulness and reflection sessions	Targeted use - Wob - Ear d - Fidge Small group c - Moto - Coor Access to: - Conc - Adap Occupational my.sharepoint A95B-4ED7-A Therapy-base Support for p

Repetition and reinforcement of key learning https://carmelorg-my.sharepoint.com/personal/michael_tiplady_stwilliams_bhcet_org_uk/_layouts/15/Doc.aspx?sourcedoc={29509530-A95B-4ED7-A0D2-E537FA733924}&file=provision_mapping.xlsx&action=default&mobileredirect=true

Mentoring, peer mentor and buddy systems

Structured support for transitions

Increased use of:

- Visual supports
- Additional aids and technologies

Sensory feedback strategies where needed

Transition support programmes

Early Help Assessments where appropriate

Structured support to build confidence and resilience
Opportunities for alternative curriculum experiences



St William's Catholic Academy Waves of Intervention



Wave 3: Highly Personalised Support

A few children may need **more individual or long-term support**, because their needs are more significant or ongoing. **This could include:** 1:1 teaching or highly personalised programmes, specialist advice (e.g., Speech and Language Therapy, Occupational Therapy), adapted resources, routines or curriculum, daily check-ins with a key adult, support linked to an **Education, Health and Care Plan (EHCP)**, if the child has one. This support is carefully planned and reviewed more frequently.

All interventions in Wave 1 and Wave 2 can be accessed in Wave 3.

Cognition and Learning	Communication & Interaction	Social, Mental and Emotional Health	Sensory and Physical
Highly personalised intervention programmes (often 1:1) Individual SEND plans with precise SMART targets Adapted curriculum with personalised learning pathways	Individual speech and language programmes Personalised communication systems: - Visual aids - Structured prompts - Communication frameworks 1:1 adult support for communication and interaction	Individualised SEMH support plans Daily check-ins with a key adult Personalised behaviour and emotional regulation strategies Access to specialist support: - CAMHS - Counselling services	Individual therapy programmes: - Occupational Therapy - Physiotherapy Specialist equipment and environmental adaptations Personal care and medical support plans [provision mapping Excel]

Intensive support for: • Memory • Processing • Literacy & Numeracy Specialist input from: • Educational Psychologist • External agencies Access arrangements including: • Readers • Scribes • Assistive technology Frequent review through Assess–Plan–Do–Review cycles	Multi-agency involvement: Speech and Language Therapy Consistent daily routines and structured approaches Intensive teaching of social communication skills	• ELSA-style provision Early Help or multi-agency involvement where required Alternative or highly adapted curriculum provision Regular monitoring and review of wellbeing and progress	Highly individualised sensory support programmes Adapted curriculum and access arrangements to remove barriers Close collaboration with external professionals Provision aligned with EHCP outcomes where applicable
---	--	--	--

How do we support transition in our school?

Transition within classes/key stages:

- Children with a SEND may need additional support to move into a new class, a new part of the school or a completely new school; we call these 'Transitions.'
- We have well established arrangements for class teachers and SENDCO to meet with each other and new teachers, to share support plans and plan for smooth transitions within school.
- We work closely with all secondary schools in the area.
- The transition process will begin early, usually in year 5, for some of our more vulnerable children.
- Meetings are held for the transfer of essential information relating to a child's needs and discussions are held with class teachers, SENDCOs from our school and the secondary school.
- Information will be passed onto the new class teacher in advance and a transition meeting will take place with the new teacher. Individual targets/requirements for all children with a SEND will be discussed with the new teacher and agreed by Mrs Curtis.
- Children who require additional support to ensure a smooth transition to their new class, will be included in a programme supported by Mrs Curtis.

Transition to Secondary settings:

- If your child moves to a new school within or at the end of an academic year, Mrs Curtis will contact the school SENDCO to ensure he/she knows about any special arrangements or support that needs to be made for your child. If necessary, a meeting will be arranged with other professionals.

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

The Local Offer

Extra information for parents can be found on Durham County Council's 'local offer' website.

<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.

Activities Outside of School

St William'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.

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

The school details and relevant contacts

St William's Catholic Academy, Elwick View, Trimdon Village, County Durham, TS29 6HY

01429 880348

Headteacher – Mr M Tiplady

SENDCO – Mrs H Curtis

Name of school SEND governor.

SEND Governor – Mrs M Cross