St Wilfrid’s Catholic Primary School
Angmering

SEND INFORMATION REPORT
Schedule 1 Regulation 51
(Special Educational Needs and Disability Regulations 2014)

Reviewed: January 2018
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1. The kinds of special educational needs for which provision is made at school.

St Wilfrid’s Catholic Primary School is a mainstream school and provides a broad and balanced curriculum for all children; we believe that every child should have the opportunity to achieve his/her potential. The National Curriculum (2014) is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Many children, at some time during their time at school, will have individual needs for which they require special help or support.

All pupils are entitled to a broad, balanced and differentiated curriculum ensuring progression and continuity. The National Curriculum is the means by which this is achieved. Only in exceptional circumstances can the National Curriculum requirements be modified or disapplied. [1988 Education Act].

The Equality Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However not all pupils with disabilities have Special Educational Needs (SEND) and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils. We will assess each child as required, and make the appropriate provision, based on their identified needs.

All children with SEND will be identified as soon as possible. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

‘Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.’ Some pupils will need additional support and encouragement, either from a peer or from an adult in order to participate fully. This will be done as far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs. We will ensure that the pupils with SEND will be fully involved in all aspects of the life of the school and have an equal voice. Any child with established SEND appears on our register of Special Education Needs. We also have a ‘monitoring’ register where concerns are raised and early intervention and support is put in place but the child is not at the code of practice stages.

Every school is required to use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s SEND.”

(SEND 0-25 Code of Practice, 2015, p92)

At St Wilfrid’s Catholic Primary School we offer provision for a wide range of learning difficulties; including those who have emotional, behavioural, medical, sensory, physical as well as communication and interaction needs.
Some of our pupils have a specific diagnosis such as Autistic Spectrum Condition (ASC), Specific Learning Difficulties (SPLD) (Dyslexia, Dyscalculia, and Dyspraxia), Speech, Language and Communication Difficulty (SLCD), Attention Deficit Hyperactivity Disorder (ADHD), and Global Development Delay.

2. The school's policies for the identification and assessment of pupils with special educational needs.

Identifying Special Educational Needs

Children’s needs may be categorised into four bands, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental health
4. Sensory and/or Physical

Early identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support us in our early intervention we:

- Carry out home visits for all our reception pupils
- Hold meetings with schools when children with SEND are transferring to us
- Provide the appropriate intervention e.g. small group support provided by a TA for all pupils as appropriate
- These allow us to meet the parents and give us the opportunity to discuss the children’s strengths and needs. This in turn allows for any additional resources interviews or referrals to be made quickly.

In order for children to continue their learning journey when they leave us we hold meetings with SEND staff from the new school to ensure they understand the strengths and needs of the child, and where appropriate arrange additional meetings and visits for the child with the school as part of an extended transition programme.

Identification

Assessment of our pupils continues throughout their time with us, we do this by:

1. Monitoring children’s learning and work – children with SEND are a focus group in lesson observations/drop ins and work scrutiny.
2. Analysing data half termly and holding progress meetings to identify children who are not meeting age related expectations or making expected progress
3. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
4. Providing all adults with the opportunity to discuss concerns at any time
5. Liaising with parents.

Assessment

At St Wilfrid’s Catholic Primary School we monitor the progress of all pupils six times a year to review their academic progress and attainment. We also use a range of assessments with all the pupils at key times. These include: Baseline assessments within 6 weeks of starting Early Years Foundation Stage, Y1 phonics screening (June), and reading age tests if appropriate (annually). Interim SATS tests are used to support the monitoring of progress in KS2. All pupils who join midyear as casual admissions to other year’s groups undertake a series of standardised tests, so that we can build on prior learning and offer support as appropriate. Communication between our staff and the staff at a previous school also help the children who have transferred mid-year to continue on their own learning journey. A small minority of children
enter Early Years (EYFS) having been assessed in their early pre-school education and come with a
diagnosis and/or support plan already in place.
Where progress is not deemed sufficient, even if special educational need has not been identified, we put
in place extra support to enable the pupil to catch up. Examples of extra support are reading or calculation
booster groups, extra literacy and maths support, handwriting groups and reading for meaning groups.
Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their
areas in need of development. For these pupils, and in consultation with parents, we will use a range of
assessment tools to determine the cause of the learning difficulty.

There are a variety of ways we gather more information about individual children we feel require
additional support (as opposed to the assessments that all children undertake including the following):

**a. Learning**
- Observations (in class)
- GL Dyslexia and Dyscalculia Screener
- LASS Junior
- DINS (Diagnostic Interviews In Number Sense)
- Salford or Suffolk Reading
- Progress in Reading Assessment (PiRA)
- Progress in Understanding Mathematics Assessment (PUMA)
- SPAR Spelling Test
- Jump Ahead Assessment
- Phonics test

**b. Behavioural and Emotional**
- Observations (in playground and class)
- Goodman’s Questionnaire
- Social Inclusion Survey
- Boxall Profile

We have access to external advisors who are able to use the following assessment tools: Cognitive Learning
Assessments and the British Vocabulary Picture Scale.

The purpose of this more detailed assessment is to understand what additional resources and different
approaches are required to enable the pupil to make better progress. These will be shared with parents,
put into a SEND support plan and reviewed regularly, and refined and revised if necessary. At this point
we will have identified that the pupil has a special educational need because the school is making special
educational provision for the pupil which is additional and different to what is normally available.
If the pupil is able to make good progress using this additional and different resource (but would not be
able to maintain this good progress without it) we will continue to identify the pupil as having a special
educational need. If the pupil is able to maintain good progress without the additional and different
resources he or she will not be identified with special educational needs. When any change in identification
of SEND is made parents will be notified.
We will ensure that all teachers and support staff who work with the pupil are aware of the support to be
provided and the teaching approaches to be used. This level of support is called School Support.

3. Information about schools policies for making provision for pupils with special educational needs
whether or not pupils have EHC Plans including:
(a) How the school evaluates effectiveness of its provision for such pupils;

Children who are identified as in need of School Support will be included on the whole school provision
map. Assessments will be completed each term which will show whether adequate progress is being made.
This information will be discussed with the parents and child at least 3 times a year.
The SEND Code of Practice (2014, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

The progress of children with SEND Support and EHC Plans and the effectiveness of provision provided will be reported to the governing body three times a year. All pupils deemed to be in need of SEND Support will be discussed individually at half termly pupil progress meetings to track their progress closely and evaluate the rate of progress in response to the interventions. Interventions are also reviewed half-termly alongside the progress data of these children to evaluate their effectiveness.

(b) The school’s arrangements for assessing and reviewing the progress of pupils with special educational needs;

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at St Wilfrid’s Catholic Primary School are listed in section previously. Using these it will be possible to see if pupils are increasing their level of skills in key areas. Alongside these assessments a running log is kept by all teaching assistants when working on ILP targets to show progress towards achieving their target.

If these assessments do not show adequate progress is being made the ILP will be reviewed and adjusted. Regular contact with parents of children on the SEND register may be communicated through a home/school link book, emails, telephone calls or meetings.

(c) The school’s approach to teaching pupils with special educational needs:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Senior and Middle leaders at St Wilfrid’s Catholic Primary School will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered (SEND Code of Practice 2014, 6.37)

In St Wilfrid’s Catholic Primary School the quality of teaching is judged to be good by school leaders. In addition to quality first teaching the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one support, play therapy/counselling, learning mentor/nurture groups, precision teaching, small group teaching, use of ICT software learning packages.

Provision

Any child identified on the SEND register receives additional support. This is outlined on the school provision map which is written in conjunction with the class teacher and TA. This outlines any support in addition to quality first teaching which is needed for pupils within the class.

Teachers then write an Individual Learning plan (ILP), clearly outlining the pupil’s current level, targets linked to their next steps in learning and suggested activities, these are used to aid weekly and daily planning by the class teacher and teaching assistant. From the autumn term 2016 SEND support has changed to take place in the classroom as part of the lesson – with class teachers providing support in lessons as well as teaching assistants. This has proved on most parts successful as children are no longer leaving the room to take part in an intervention group and missing the next step in their learning. Teachers are working with Teaching Assistant to use the ILP to adapt class plans and make them accessible for all children whilst meeting their needs. Some support from direct programmes such as speech and language or First class@number are carried out outside the classroom by the teaching assistant who normally
supports the child in class so they are able to make links back to the classroom learning and also provide ongoing support back in the classroom.
At the end of the intervention, the class teacher and TA review the pupil’s learning and state the exit level. Previously the SENDCo has met with parents, teachers and the children and then produced an ILP. From Spring 2017 Class teachers will meet with parents/Carers are invited to meet termly with the class teacher to review their child’s learning, celebrate their successes, then class teachers will produce the next ILP’s with support and guidance where appropriate from the SENDCo.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs:
At St Wilfrid’s Catholic Primary School we follow the advice given by West Sussex advisory service on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs/ Education, Health and Care Plans.

St Wilfrid’s Catholic Primary School continues to embrace a creative curriculum for all children. Class teachers will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children’s learning. For children with Special Educational Needs and Disabilities, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible.

(e) Additional support for learning that is available to pupils with special educational needs:
The school receives money on an annual basis to support provision for Special Educational Needs and Disabilities. This is based on the number of pupils on roll who are on the ‘SEND Register’ and this varies from year to year. The money is allocated annually by the Governing Body when setting the school’s budget. Funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case.
Interventions offered on the Support Plans are: Precision Teaching, 1stClass@Number, Springboard Maths, Comic Strip Conversations, Lego Therapy, Social Stories, small group maths & English groups, 1:1 play therapy/learning mentor support, Jump ahead, Speech and Language programs, Phonics, and 1:1 Maths support.

In a very few cases a very high level of resource is required and additional funding may be required for example some 1:1 support or specialised intervention detailed on an EHCP.

On top of this resource, there may be additional funding from the Government and West Sussex County Council to support individual children on specific programmes. This includes ‘Pupil Premium’ money and additional funds for children with a Statement of Special Educational Need.

(f) How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs:
All clubs, trips and activities offered to pupils at St Wilfrid’s Catholic Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity and this will be recorded on the risk assessment as appropriate.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs:
At St Wilfrid’s Catholic Primary School we understand that a crucial feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance EPR?/PSHE, Circle Time, assembly and Mass. Also indirectly, with every conversation adults have with pupils throughout the day with any member of school staff. Where needed children have drop in/self referral access to the school’s learning mentor and we employ a play therapist for half a day each week as well as highly specialised play therapist/counsellors as the need arises.

4. The name and contact details of the SEND coordinator.
The SENDCo at St Wilfrid’s Catholic Primary School is Mrs Verity Hart. Telephone: 01903 78218 email: vhart@stwilfridsang.co.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured:
An audit of the additional needs of the children are used as a basis for planning continued professional development opportunities for teachers and teaching assistants, recent awareness training has taken place in the following areas:
EPI PEN training, ILP writing training, Tourettes, Behaviour Management, Social Stories, Comic strip conversations, Lego Therapy, Speech and Language.
Where a training need is identified beyond this we will find a provider who is able to provide training or the support that we require.

Support from External agencies
St Wilfrid’s School utilises all of the agencies that are currently available within West Sussex these currently include:

- Early Help Forum
- CDC - Child Development Centre
- CAMHS – Child and Adolescent Mental Health Service
- NHS
- Speech and Language
- Tourette’s Society
- West Sussex Learning Support Team
- West Sussex Behaviour and Social Communication Team
- Educational Psychologist Team
- School nurse
- Social Service - MASH (Multi agency support Hub)
- Autism Sussex

As a locality the SENDCo’s meet half-termly to work on training needs, support and research as a group. St Wilfrid’s is also are part of the ASEND Hub, this has a detailed action plan for improving SEND provision within the locality and provide training opportunities for teachers, teaching assistants and parents as part of this. Throughout the year there are also workshops for children across the locality so far these have include forest schools and Cyber Safety sessions to raise self esteem and self confidence in children with SEND in a wider context of the world.

6. Information about how the equipment and facilities to support children and young people with special educational needs will be secured.
St Wilfrid’s Catholic Primary School has an accessibility policy which is reviewed regularly. As part of this review, we ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language.
7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education:

All parents of pupils at St Wilfrid’s Catholic Primary School are invited to discuss the progress of their children at termly parents’ evenings and receive a written report at the end of the summer term. In addition we are happy to arrange meetings outside of these times.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Whole Phase Support Plan which will be shared with parents at parents evening.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. At this point onwards the pupil has been identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. They will be invited in to school for meetings to review targets on the current ILP and also to set new targets. Parents will also meet with the SENDCo/class teacher to contribute to the Pupil Passport which serves as a one page profile of information about their child’s needs, wishes and aspirations.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education:

When a pupil has been identified as having special educational needs because additional provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the Key Stage 1 with the young person taking more responsibility and acting with greater independence in as they progress through Key Stage 2. Their views will be sought by their class teacher/SENDCo and progress towards their targets will be discussed with them as they complete their activities with their allocated teaching assistant.

9. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school:

The normal arrangements for the treatment of complaints at St Wilfrid’s Catholic Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENDCo/Deputy Head or Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10. How the governing body involves other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and supporting the families of such pupils.

St Wilfrid’s Catholic Primary School is fully committed to the ECM agenda and works closely with a variety of agencies including the Early Help, Inclusion Team, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, school nurse, Primary Mental Health Care Worker, CDC, CAMHS, the Hub, Social Services, Family Centre, Family Link Worker, Young Carers and Play Therapists. To further our own understanding of other agency work, we are committed to attending multi agency training and meetings where appropriate.
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.
The SENDCo will be able to signpost parents to organisations, services etc. that can provide additional support. These include parent support groups run in our locality of schools or self referral agencies such as Enabling Families through the local Children and Families Centre.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.
When you apply for a place for your child at the school, we encourage you to share your concerns about your child’s special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place. At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place.

At St Wilfrid’s Catholic Primary School we work closely with the educational settings used by the pupils before they transfer from us in order to seek the information that will make the transfer as seamless as possible. The SENDCo will meet with the representative from the destination school where necessary. Vulnerable SEND children will be given the opportunity to carry out further visits to their school if it is felt it is needed. Destination schools will be invited to professional meetings for children moving onto Secondary School. Complex needs or vulnerable SEND children will be given a transition booklet to familiarise themselves with their new setting and be assigned to a member of support staff for a short transition period to ensure all needs are met and identified. Children on the SEND register will have arrangements made in line with their needs before they move to the next class or year group within St Wilfrid’s, for example additional ‘move up days’ or time spent with their new teacher are arranged when required.
Visits to preschool settings and homes are undertaken by the Early Years team and SENDCo if we have been notified of additional needs.

13. Information on where the local authority’s local offer is published.
The Local Authority Local Offer can be found at: https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/send-local-offer/