



# St Wilfrid's CE Primary School

## SEND Information Report

Next Review: Autumn 2025

## Contents

What kinds of special educational needs does the school/setting make provision for? .....	3
How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs? .....	3
How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs? .....	4
How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning? .....	4
What is the school's approach to teaching pupils with special educational needs? .....	4
How will the curriculum and learning be matched to my child/young person's needs? .....	5
How are decisions made about the type and amount of support my child/young person will receive? .....	5
How will my child/young person be included in activities outside the classroom, including school trips? .....	6
What support will there be for my child/young person's overall well-being? .....	6
Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details? .....	7
What training have staff supporting special educational needs had and what is planned? .....	7
Training for all teaching and support staff: .....	7
What specialist services and expertise are available or accessed by the setting/school? .....	8
How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting? .....	8
The school has a range of specialist SEN facilities in place. These are: .....	8
What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person? .....	9
What are the arrangements for consulting young people with SEN and involving them in their education? .....	9
What do I do if I have a concern or complaint about the SEN provision made by the school/setting? .....	10
How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils? .....	10
How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people? .....	10
How will the school/setting prepare my child/young person to... ..	11
Join the school/setting? .....	11
Transfer between phases of education (e.g. early years to primary, primary to secondary etc)? ...	11
Where can I access further information? .....	12

### What kinds of special educational needs does the school/setting make provision for?

St. Wilfrid's Primary School is not a specialist in any area of Special Educational Needs, however we do have a strong ethos of inclusion. We aim to provide every child with access to a broad, balanced and appropriate education. We seek to provide a safe, challenging and stimulating educational environment in which pupils;

- See learning as exciting and worthwhile.
- Maximise their academic and social potential.
- Are motivated to develop a responsible and caring attitude.
- Encompass the outcome of Every Child Matters.

### How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

The whole staff team work together to help identify pupils who they feel may require extra help. Ultimately the SENCo has responsibility for this, however the team of teachers and teaching assistants all work closely together to help identify and support pupils who may have special educational needs. Teachers will monitor pupils' progress to identify any who are struggling to meet expectations, as well as monitoring the class on a daily basis to identify pupils who may require support. Teaching assistants also play a key role in this. Parents also play a vital role in this process of identifying potential needs through what they see, hear and discuss with their children at home.

Below are a several points as a guide to how such pupils will be identified;

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward. This could place a child in any of the four SEND categories (SEN Concern, SEN Monitoring, SEND Support, or Formalised outside Agency Support) or may be raised with the SENCo for monitoring in class.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are

given this information. It is recorded by the school as an aid to further progression and for future reference. Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

#### How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Annually, the SENCo will evaluate the effectiveness of provision using feedback from Parents, Teachers, Teaching assistants and any other sources as they may arise. This is done to ensure we are in line with our agreed SEN Policy and the government published SEN Code of Practice. The Head Teacher and Governors also maintain a responsibility to review the SEN arrangements within the school on an annual basis.

On an individual level, a judgement is made as to the impact of any support provided through the monitoring of pupils progress and whether they are deemed to be in relation to the expectations placed upon them.

#### How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. For staff, this can be given at all times in school. Parents and pupils (where appropriate) are invited to termly review meetings to discuss pupil's progress and to set an action plan for moving forwards. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps. Outside of these meetings, both parents and pupils are encouraged to discuss and concerns/progress with the class teacher or SENCo by contacting the school.

#### What is the school's approach to teaching pupils with special educational needs?

The class teacher remains responsible for working with pupils on a daily basis. Within this capacity they approach the teaching of all pupils to enable them to achieve the best they possibly can. To achieve this, work can be differentiated in several ways:

**Task;** by providing different tasks to match ability and need as appropriate.

**Resources;** by providing different resources to support pupils in their tasks as appropriate to their ability and needs.

**Outcome;** through the expectation of the end result of the task.

**Support;** through an adult working with an individual or group of children as appropriate to their ability and need. This could be support by the teacher or a teaching assistant.

Teaching can also be supported through the use of Individual Pupil Profiles which detail a pupil's strengths, weaknesses, best methods of support and individual targets. These targets are very often linked to the pupil's individualised targets which they have in class routinely. These targets could be worked on at designated times or as part of the pupils focus during their tasked activity. Additionally, focus interventions may be arranged to support pupils further with their areas of need, e.g. phonics, writing, numeracy.

#### How will the curriculum and learning be matched to my child/young person's needs?

The school is expected to and responsible for making reasonable adjustments to support pupils with a range of special educational needs. This can involve adapting the physical environment through placement, resources or changes to the classroom and through adapting the taught curriculum. When planning for lessons, children consider any special educational needs within the class and make amendments or adaptations as required. These are included in the teachers planning. Differentiation for all pupils is detailed on the planning and this is also the same for differentiating for special educational needs. Individual or group interventions can also be introduced to support children's' learning.

#### How are decisions made about the type and amount of support my child/young person will receive?

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Within the school, resources are allocated based on need with the SENCo, through liaison with the head teacher, able to access school based funding to support individual pupils as need and budget allow. This budget also provides the salaries for classroom assistants to support special educational needs' throughout the school and the running of interventions.

Provision can also be provided for statutory examination. This support can be provided based on the statutory examination guidance, published by the exam boards.

## How will my child/young person be included in activities outside the classroom, including school trips?

At St. Wilfrid's we make every effort to include all children in activities outside the curriculum. This can involve arranging for activities which all pupils can access or making arrangements to accommodate the needs of the individuals involved.

Activities which we participate in can involve sporting events, residential trips, outdoor and adventurous activities such as orienteering, school trips (e.g. Green's Windmill, National Space Centre) and many others. We always strive to provide the best possible activities for all pupils through involving school staff, parents, children (where appropriate), and staff members from the location of the trip.

We also have access to a before and after school club where again arrangements can be made to accommodate all pupils through the involvement of all concerned parties.

Support can also be provided during break times and lunch times if appropriate to the needs of the individual.

## What support will there be for my child/young person's overall well-being?

**Pastoral, Medical and Social Support:** St. Wilfrid's school is able to support pupils with a range of pastoral, medical and social needs. Our teaching assistants are familiar with a range of support programs for pastoral/social needs and medical support with the guidance of an appropriate professional, e.g. Physiotherapy.

**Medicines:** The school is willing to administer medicines as detailed in the school Medicine Policy.

**Personal Care:** This is dealt with on an individual basis through the collaboration of the school, parents, the child and any Health Care Professionals involved with the child.

**Behaviour, Exclusions and Attendance:** The school has in place clear Behaviour and Attendance Policies in place. Pupils for whom these policies are not sufficient are dealt with on an individual basis according to the needs of the children concerned.

**Children's Safety:** The school has a clear Health & Safety Policy which is reviewed on an annual basis by the Head Teacher and the Governors. Any issues outside of this can be addressed to either of these two parties.

**Children's views:** All children and young people are able to contribute their views either through discussion with a member of staff or through the medium of the school council representatives. For SEND pupils, opinions and views are always sought at review points on a termly basis. This can be through verbal, written or drawn communication and can involve a range of resources to help pupils to communicate their feelings. For pupils who have an Individual Pupil Profile, there is a section for their views on the review and target setting forms. SEND pupils are able to contribute to all areas of school life including school council and other roles of responsibility (as appropriate) for example Sports Leaders.

Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details?

Mrs Megan Haley

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What training have staff supporting special educational needs had and what is planned?

Training for all teaching and support staff:

- An overview of Attachment
- Theraplay
- Precision Teaching
- Understanding Autism
- Identifying and supporting learners with dyslexia in the Primary classroom

**Training for individual staff members as appropriate:**

- Manual Handling / Safe Handling
- CAMHS Tier 1 training – Universal Support
- Safe Systems of work
- Autism Level 1 training
- Communicating with children with Autism
- Attachment Training

**Future training:**

Training needs are based on the needs of the staff and school based on their experience, prior training and needs of their class. If a child is due to start in the school with needs which we have not previously supported, appropriate training would be initiated and advice sought from appropriate professionals to ensure that we were doing all that was required to support the pupil during their time in school.

## What specialist services and expertise are available or accessed by the setting/school?

External services to which the school has access:

- Schools and Families Support Services
  - Educational Psychology Service
  - Communication and Interaction Team
  - Cognition and Learning Team
  - Physical Disability Support Service
  - Early Years Inclusion Team
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Health Team, including School Nurse
- Local Health Authority including Paediatricians and GPs
- Social Care
- Healthy Families Team
- Teachers of the Visually Impaired
- Teachers of the Deaf
- Family Care
- CAMHS
- Gedling Primary Behaviour Partnership

## How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

The school has a range of specialist SEN facilities in place. These are:

- Level access to all areas of the upper building with a disabled lift providing access to the lower building. This provides access for wheel chairs and those with physical disabilities which restrict their ability to access the buildings.
- Disabled toilets in both upper and lower buildings.
- Adaptations in all toilets to support those with physical disabilities.
- Fitted blinds in all classrooms to assist pupils Visual Impairments.
- Provision for food allergies and currently also for Special Educational Needs' which lead to eating difficulties.
- Selected staff members that are currently trained to perform specified physiotherapy and manual handling as directed by trained health professionals.
- Auxiliary aids to support pupils with specific learning difficulties (e.g. dyslexia, dyscalculia).
- A range of Literacy and Numeracy interventions to support pupils in making progress in all areas of the curriculum.



- Support during assessments and examinations as appropriate.

If further equipment or facilities are required, these could be sourced through the Schools and Families Support Services or they could be funded through the pupils Special Educational Needs funding or the SENCo can apply to the Head Teacher for it to be provided through the schools budget.

[What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?](#)

St. Wilfrid's Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN.
- Personal and academic targets are set and met effectively.

For these reasons we strive to involve parents in all stages of special educational needs provision for their children. We value parental views and consider these as part of the process of devising the provision for SEND pupils in school.

We aim to work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.

Timetabled events throughout the year for parents to be involved in their child's education are:

- Parents' evenings
- SEND review meetings
- New Parents' Visits (if starting school)
- Parent Learning Sessions (e.g. Phonics)

In addition to these, we always encourage parents to come in to discuss their child as and when the need arises.

[What are the arrangements for consulting young people with SEN and involving them in their education?](#)

We actively encourage pupils with SEND to be involved in planning their own education. We seek their opinions on what is being done and what could be done to help us to evaluate and plan future actions. This participation varies depending on the pupil's needs and age. Younger pupils are asked to contribute but not to attend the meetings while older pupils often attend. However, this is decided with the parents on an individual basis.

Regular termly reviews are held for pupils with Provision Maps, Behaviour Plans, and Care Plans for those with medical needs. Other reviews are held throughout the year as appropriate, but these do not follow the regular times.

What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

Please refer to the St. Wilfrid's Complaints Policy. In brief, concerns can be addressed to or discussed with the SENCo or the Head Teacher or complaints can be addressed to the Head Teacher or the Governors.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

Organisations and Services which the school accesses can be related to Health, Social Care, Local Authority, Voluntary Organisations and Private Organisations and are detailed below:

- Schools and Families Support Services
- Educational Psychology Service
- Communication and Interaction Team
- Cognition and Learning Team
- Physical Disability Support Service
- Early Years Inclusion Team
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Health Team, including School Nurse
- Local Health Authority including Paediatricians and GPs
- Social Care
- Teachers of the Visually Impaired
- Teachers of the Deaf
- Family Care
- CAMHS
- Gedling Primary Behaviour Partnership
- Rainbow Horses
- Parent Partnership
- Support After Adoption

How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The first point of contact would be the child's class teacher, which may lead to consultation with the SENCo. The school has the contact details of a range of organisations and services who can provide additional support to parents/carers/young people. The SENCo also has contact with other local SENCo's including the Family SENCo who could recommend organisations and services which could be accessed.

[How will the school/setting prepare my child/young person to...](#)

### **Join the school/setting?**

1. F2 Teacher visits their setting (e.g. Nursery/home).
2. Child visits school twice (once for a morning, once for an afternoon).
3. F2 Teacher discusses pupil's needs with Education Professionals in their current setting.
4. Transition books are used to help prepare children for their entry into school.

If a child is joining a class further up the school, the child is invited to visit, the teacher will receive the pupil's information from their previous school and may follow this up with a discussion with the pupil's current school. If required additional visits and actions can be taken to support the pupil's transition into school.

### **Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?**

As we are a Primary school, transition tends to be easier than separate infants and junior schools. Between classes regardless of phase, pupils always get at least one visit to the new classroom with their new teacher. The child's old and new teachers will also discuss the children to prepare support for the pupils as required. Additional arrangements can be made based on an individual's needs.

For transition from Year Six to Secondary School, all pupils get a day visit to their new school and other events are also put on by the Secondary to help pupils to feel settled. These include a disco and other activity days through the summer holidays. The Secondary also arranges a lot of activities throughout Years Five and Six to help prepare children to their transition. These can include sporting events, Numeracy days and other events. The Head of Year Seven also comes into school to talk to the children before the end of the year.

For children with additional needs, the Secondary's SENCo or Senior Teaching Assistant also comes into school to discuss with the child's current class teacher and if appropriate, the SENCo. This formally transfers information over to the Secondary. Additional transition arrangements can also be made on an individual basis.

## Where can I access further information?

More information on Nottinghamshire County Councils Local Offer can be found at:  
[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

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