St Wilfrid's Catholic Primary School

Learning to love, loving to learn with God's Spirit in our hearts

"We celebrate the unique value of individuals and nurture every person to be the very best that they can be"

SEND Information Report October 2026

Date approved: October 2026
Date of last review: September 2026
Next review date: October 2027

Headteacher: Alison Hakes
SENDCo: Mrs Claire Thorpe
SEND Governor: Mrs Jennie Eyres

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive, if you choose St Wilfrid's Catholic Primary School for your child. This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the SENDCo, Mrs Claire Thorpe.

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It is the responsibility of all school staff to act within the policy and associated guidelines. All staff are expected to work in accordance with the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (2015), alongside the school's SEND policy and relevant statutory duties. With the SENCO, it is the role of the Headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The Headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the Headteacher in carrying out this policy.

The school governor for SEND is Jennie Eyres. The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

The Head Teacher, Alison Hakes, will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

For information on provision available from the Local Authority, please use the following link to access the **Local Offer**. https://www.northyorks.gov.uk/send-local-offer

What is SEND?

A child or young person has special educational needs or disabilities (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
- Children may have needs in one or more of the four broad areas identified in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (2015). These are Cognition and Learning; Social, Emotional and Mental Health; Communication and Interaction; and Sensory and/or Physical Needs.

Cognition and Learning- Children with cognition and learning needs may find some aspects of learning more difficult or need additional time, practice and support to develop new skills. This may include difficulties with reading, writing, spelling, number, memory, processing information or applying learning independently. Some children may have specific learning difficulties, such as dyslexia, while others may have more general learning difficulties.

Social, Emotional and Mental Health - Children with social, emotional and mental health needs may experience difficulties managing their emotions, developing relationships, coping with change or managing feelings such as anxiety, frustration or worry. Some children may find it difficult to regulate their behaviour, maintain positive relationships with peers or feel confident and settled in the school environment. These needs can affect children in different ways and may change over time.

Communication and Interaction- Children with communication and interaction needs may find it difficult to understand language, express their thoughts, feelings or needs, or communicate with others. Some children may have difficulties developing friendships, understanding social cues, taking turns in conversations or interpreting non-verbal communication. These needs may be associated with speech, language and communication difficulties or conditions such as autism, and can affect children in different ways.

Sensory and/or Physical Needs- Children with sensory and/or physical needs may experience difficulties with movement, coordination, accessing the school environment or managing sensory information such as noise, light, touch and movement. Some children may have visual or hearing impairments, physical disabilities or medical needs that affect their access to learning and participation in school activities.

Sensory needs can affect children in different ways, and some may benefit from adjustments to their environment or routines.

A child or young person must not be regarded as having a special educational need or disability solely because the language or form of language they use at home is different from the language used at school. Difficulties in learning English as an additional language are not, in themselves, evidence of SEND. However,where a child learning English as an additional language is also experiencing difficulties with learn ing or development, the school will consider their individual circumstances and assess whether they may have special educational needs.

What kinds of SEND do we provide for in our school?

We are proud to be an inclusive school and welcome all children, including those with SEND. Admissions are managed in accordance with the school's published admissions arrangements and applicable requirements. Where a child has an Education, Health and Care Plan (EHCP), the relevant statutory arrangements apply. Please refer to our Admissions Policy for further information, or contact school if you would like to discuss your child's needs.

We make our very best endeavours to meet the needs of all children including those with physical, learning, communication, emotional and social difficulties. We make reasonable adjustments to teaching, learning resources and the school environment in response to individual needs. These may include adapted learning materials, visual supports, assistive technology, alternative ways of recording work, additional adult support and individual risk assessments where appropriate.

We work in partnership with families to understand a child's needs and identify appropriate support as early as possible. Parents and carers are encouraged to share relevant information about their child's needs when applying for a place or before their child starts school, so that appropriate discussions and transition arrangements can be planned.

St Wilfrid's Catholic Primary School is committed to ensuring that children with SEND can access learning and participate in school life alongside their peers. Our school is on one level, which supports physical access to the building. Please see our accessibility plan for further details.

Who is the Special Educational Needs Coordinator (SENDCo) and how can I contact her?

My name is Mrs Claire Thorpe and you may also recognise me as the Year 1/2 Teacher at St Wilfrid's. Following further academic study, I was awarded my National Award for Special Educational Needs Coordination (NASENCO), in June 2024. This is the statutory qualification for all SENCOs appointed to the role within a school. This has added a new and very worthwhile dimension to my practice.

I can be contacted at school on 01765 603232 or admin@stwcps.co.uk

How do we identify children with special educational needs (SEN)?

- Concerns are raised by teachers, parents/carers, or the child.
- Termly pupil progress meetings demonstrate limited progress, despite adaptations which have been put in place.
- Assessments identify a barrier to learning.

When a concern is raised:

- Teachers will meet with the SENCO to discuss their concerns.
- The teacher and SENCO will consider all information about the child.
- Concerns will be discussed with the family and pupil in an age-appropriate manner.
- Reasonable adjustments will be implemented and impact of these noted. We use North Yorkshire's Inclusive Mainstream Toolkit to support us in the selection of appropriate reasonable adjustments.
- Further assessments/observations may be carried out in school
- Where necessary, and with parents' permission, further advice and assessment may be sought from external professionals.
- A plan will be put in place to help the child reach the expected outcomes and remove any barriers to learning. The first response should always be "high quality teaching targeted at areas of weakness" (Code of Practice 6.19).
- The plan will be reviewed within a term and a decision made about whether the child should be identified as having a special educational need (SEN).

What happens if my child is identified as having a special educational need?

- The SENDCo and/or Class Teacher will meet to inform you that your child has been identified as having a special educational need, and that special educational provision (Targeted Support) is being made.
- Your child's name will be recorded within school records (SEND register) as having a special educational need.

What is SEN Support?

Where a pupil is identified as having a special educational need, we will take appropriate action to remove barriers to learning and put effective provision in place. This is known as **SEN Support.**

SEN Support takes the form of a four-part cycle known as the **graduated approach.**

The Graduated Approach

1. **Assess** pupil's needs through observation, assessment and analysis of progress.

2. **Plan** support in consultation with parents and pupil. Record on a **Pupil Overview** and **Individual Support Plan** and set a date for termly review.

3. **Do:** Implement the plan.

4. **Review** the impact of support, taking into account the views of pupil and parents. Is adequate progress being made?
The cycle is repeated or a decision made that SEN Support is no longer required.

What is a Pupil Overview?

A pupil overview outlines key information regarding a child's needs and the strategies that are most useful for staff to support them.

- The Pupil Overview outlines previous interventions that have been implemented to support a child.
- Pupil Overviews are annotated with any pertinent additional information throughout the year and updated at the end of each academic year.

What is an Individual Support Plan?

An individual support plan is a record of the additional provision that is being put in place to meet a child's needs.

- Every child identified as having SEND will have an Individual Support Plan.
- The content of the support plan is negotiated, as appropriate, with the child and the child's family during support plan meetings. We strongly encourage parents and carers to attend these meetings so that support can be planned together.
- The support plan will identify targets with expected outcomes.
- The support plan is reviewed at the end of each term and a new support plan written, again in consultation with parents/carers.

What type of additional provision may be provided?

A child's individual support plan will identify provision that is additional or different from that which is normally provided. Examples of this include:

- Small group or 1 to 1 interventions
- Access to additional resources or special equipment, including Assistive Technology
- Additional adult support in class

- Individual speech therapy targets
- Communication through means other than speech e.g. signing or symbols
- Individual workstations and break out spaces
- Individualised timetables

What is an intervention?

An intervention is a specific and time limited education programme which is led by a class teacher or teaching assistant.

- We choose interventions which have proven to be effective and these are detailed in our Inclusive Provision document.
- Parents are always informed when their child is selected for an intervention.
- Pre and post assessments ensure that the impact of the intervention can be evaluated. This is detailed on a child's Individual Support Plan.

What if my child requires a high level of support?

If your child requires a higher level of support, you will be consulted about making a referral to an external agency who can work with school to support your child.

We work with the following external agencies: Speech and Language, Occupational Therapy, North Yorkshire SEND Hub, North Yorkshire Inclusion Hub, Early Help, Children's Social Services, Compass Phoenix, Child and Adolescent Mental Health Services.

You may also be consulted about requesting an Education, Health and Care needs assessment using an Education Health and Care Assessment Request (EHCAR). This is a formal request to North Yorkshire Council to assess a child's special educational needs and the support they may require.

- The assessment gathers information from the child or young person, their parents or carers, the school and relevant professionals. It may lead to an Education, Health and Care Plan (EHCP) being issued. An EHCP is a legal document that sets out the child's identified special educational needs, the outcomes sought and the special educational provision required to support them.
- We will work in partnership with parents and carers throughout this process. Further information is available on the North Yorkshire Council website.

School will support any parent throughout this process. Further information can be found on the Local Authority website:

https://www.northyorks.gov.uk/all-about-education-health-and-care-plans-and-requesting-assessment

What is your approach to teaching children with SEND?

Our approach to SEND support is based on a graduated model of Universal and Targeted Provision, ensuring that support is matched to the needs of individual pupils. Universal Provision refers to the high-quality teaching, inclusive classroom practice and reasonable adjustments that are available to all pupils. This includes quality first adaptive teaching alongside a positive learning environment, designed to support a

diverse range of needs. Targeted Provision is additional support provided for pupils who require interventions that are different from or additional to those ordinarily available. This may include small-group interventions, targeted programmes, additional pastoral support, or short-term strategies designed to address identified areas of need. Through regular assessment and review, pupils may move between levels of provision as their needs change, ensuring that support remains responsive, proportionate, and focused on achieving the best possible outcomes for every child and young person.

Further information related to our Quality First Adaptive Teaching Approach can be found in our Inclusive Provision document.

When planning lessons, the class teacher will take note of the information within a child's **Pupil Overview** and **Individual Support Plan** to address potential areas of difficulty and therefore remove barriers to learning.

All teachers employ Dyslexia and Autism friendly strategies within the classroom to make learning more accessible for all children, including those with SEND.

The school budget, received from North Yorkshire LA, includes money for supporting children or young people with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors based on needs in the school.

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

All pupils should have access to a broad and balanced curriculum. Where a pupil has been identified with special educational needs, their work will be adapted by the class teacher to enable them to access the curriculum more easily.

Teaching assistants may be allocated to work with identified pupils, either one to one or in a small focus group to target more specific needs.

How are children with SEND enabled to engage in all areas of school life?

- All lessons are adapted to ensure every child has access to all learning opportunities.
- Where a child requires specialist equipment to access learning, school will ensure that this is readily available.
- All children with SEND are supported to access our curriculum and extra-curricular activities including educational visits, residential visits, extra-curricular clubs and sporting events. Reasonable adjustments will be made to promote inclusion and where appropriate, risk assessments completed to ensure safety.
- Transition times, break times and lunch times are covered by staff who know the children and their needs well (Teachers and Teaching Assistants)

How do you involve children with SEND in their education?

- The first step in supporting any child causing concern, is to seek their views alongside that of their parents.

- All children receiving SEN Support are consulted when their support plan is being reviewed, giving them an opportunity to discuss their progress and possible new targets.
- Where a child has an EHCP, we always seek the views of the child for their annual review and invite them to contribute in an age appropriate manner.

How will I be involved in my child's learning?

We value our relationships with parents and will endeavour to seek their views on all matters relating to their child.

- We have an 'open door' policy so parents are always welcome to speak to members of staff about their children.
- For some children, regular communication takes place daily with a home/school book or contact with the class teacher before or after school.
- All parents receive a termly written report, indicating their child's progress against national curriculum expectations.
- All parents are invited to attend parents' consultation evenings in October and February, where they can discuss their child's progress with the class teacher.
- For children who receive SEN support, additional review meetings are held at the end of each term. At this meeting, the class teacher and parents will discuss personal targets, progress and next steps. The SENDCo may also be in attendance.
- School will always seek the permission of parents to involve outside agencies in supporting a child's needs. All reports and discussions will be shared with parents, and the opportunity to meet provided whenever possible.
- For children with an Education, Health Care Plan, an additional child-centred annual review will be held, where the provision for the child is reviewed to ensure needs are still being met. The information gathered is sent to the Local Authority.
- North Yorkshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) can provide support for families of children with SEN. http://sendiassnorthyorkshire.co.uk/

How are staff trained and given the expertise to support children with SEN?

- The SENDCo was awarded the National Award for SEN Coordination (NASENCO) in June 2024.
- The SENDCo attends termly Local Authority and/or Academy Trust network meetings and liaises with other SENDCos within the area.
- Whole school staff training is provided by the SENDCo and outside agencies where appropriate.
- Staff members supporting children with specific needs receive personalised training to ensure best practice in supporting children in their care.
- School can make a referral for **additional support from an external specialist agency**. We will always ask for parental permission and parental/ pupils views are sought and included on the referral form. If the referral is accepted, a member of staff from the specialist team will visit school to observe the child and advise staff. They may also meet with the parents.

How does the school support children's emotional and social development, including pastoral support and measures to prevent bullying?

St Wilfrid's is an inclusive school and our Christian ethos demands respect for all individuals. This message is reinforced throughout the school curriculum and within our daily Celebration of the Word. We do not tolerate bullying of any kind and any instances will be swiftly dealt with in accordance with our Anti-Bullying Policy.

We firmly believe that children will learn best when they are happy and that emotional well-being is as important as academic progress. As a relatively small school, all staff know the children well and are in a good position to provide pastoral support in response to individual needs.

Zones of Regulation is utilised from Years 1-6 in order to support children with their emotional well-being and regulation. https://www.zonesofregulation.com/index.html

We recognise that some children with special educational needs may need additional social and behavioural support. This will be handled in a sensitive manner and in collaboration with the child and their parents. We urge any parent with concerns to contact their child's class teacher or the headteacher.

How does the school evaluate the effectiveness of the provision made for children with SEND?

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. We do this by:

- Monitoring and evaluating the progress of individual pupils with SEND.
- Analysing the progress of pupils with SEND as a vulnerable group.
- Completing learning walks with a focus on SEND.
- Gathering the views of pupils and parents in order to gain their perspective on provision.

Our School Governor for SEND is Mrs Jennie Eyres. She is a champion for pupils with SEND and is responsible for making sure that the necessary support is made for any child with additional needs. The SEN Governor meets with the SENDCo on a termly basis and reports directly to the full governing body.

Any parent wishing to speak to the SEND governor may do so by contacting the school on 01765 603232 or by emailing admin@stwcps.co.uk

What arrangements are made to prepare children as they move through different phases in education?

Transitions can be stressful for all children and their families, so we ensure that transition arrangements are well-planned.

Entry to EYFS

- Parent questionnaire on entry helps identify any initial concerns or worries.
- Phased entry to nursery to ensure quality time for children to get to know staff.
- Taster sessions are available for children joining the EYFS in Reception.

- Increased transition time is available for nursery and reception children with additional needs; this is agreed with parents.
- Provision of a transition booklet, where needed, which outlines staffing, routines and includes photographs of the setting.

Entry to school in Y1 to Y6

- All children are offered the opportunity to spend time in school before their official start day.
- Parents meet with the class teacher to discuss general needs.
- Parents of children with SEND meet with the SENDCo and/or Class teacher to discuss provision and plan future needs. This may necessitate several meetings during the initial settling in period.
- The SENDCo liaises with the previous school to understand need. This will be done prior to entry whenever possible.
- During the first 3 weeks of school the class teacher will talk individually to every SEND pupil about their needs and wishes for the coming term. These thoughts are added to the SEN Pupil Overview.
- Provision of a transition booklet, where needed, which outlines staffing, routines and includes photographs of the setting.

Transition between classes

Before the new school year begins:

- Children will spend time getting to know their new teacher; additional transition time will be arranged for SEND children where necessary.
- Teachers will liaise with each other to gather an understanding of pupils' needs for effective planning.
- The SENDCo will meet with teachers of SEND pupils to ensure a smooth handover of Individual Support Plans.
- Provision of a transition booklet, where needed, which outlines staffing, routines and includes photographs of the setting.

By the end of the first three weeks of term the Class Teacher will:

- Meet with all SEND pupils to discuss their needs and wishes for the coming term. These thoughts are added to the Pupil Overview.
- Meet with the parent of SEND pupils to agree the Autumn Term individual support plan.

Transition to Secondary School

Our children transfer to several schools within the area and we work with them to ensure the children have a positive transition experience.

- Children who have SEND or other identified needs will be offered additional transition time to their new school.
- Staff from secondary schools are invited to meet children within the primary setting.
- Relevant information is shared between schools.
- Teachers and the SENDCo's liaise to ensure an understanding of current provision to support needs.
- In addition, we seize any opportunities offered to visit our secondary schools for other events such as sport or taster days.

Transfer from St Wilfrid's to another Primary School

If a child with SEN is transferring to another primary school we will:

- Discuss transition arrangements with the parent and child and respond to need on an individual basis and according to circumstances.
- Make contact with the SENDCo of the receiving school to ensure that any SEN needs are understood before the child's arrival.
- Ensure that all relevant paperwork, including support plans are sent to the new school.
- Be available for follow up conversations should they be required.

We would urge any parent, with particular concerns about transition, to discuss them with the class teacher or SENDCo. We are flexible in our approach and reasonable adaptations will be made in order to meet individual needs.

What can I do if I have a complaint?

If you have a concern about the provision being made for your child, we would encourage you to make an appointment to see your child's class teacher and/or SENDCo as soon as possible. We are keen to work with parents, carers and children to resolve issues as quickly as possible to avoid escalation.

Should your complaint remain unresolved after informal discussion and negotiation, we would direct you to our formal complaints procedure. In such cases you may find it helpful to contact SENDIASS, who can provide you with confidential and impartial advice and support. http://sendiassnorthyorkshire.co.uk/

Please contact school if there is anything within this document that you would like to discuss or need clarifying.