



SEND Information Report

St. Wilfrid's Catholic Primary School

2025-2026

'Everybody Matters'

Approved by:	Delia Evans– Head of School	Date: July 2025
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Introduction

At St. Wilfrid's we value the abilities and achievements of all our pupils, and are committed to providing for each pupil, the best possible environment for learning. Inclusion is at the heart of the school. We believe that all children should have access and a common entitlement to a broad and balanced academic and social curriculum, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Our SEN information report aims to set out how our school will support and make provision for pupils with special educational needs (SEN).

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Special Needs Coordinator (SENCO)

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEN is the Special Needs Coordinator Mrs. Mary Wilde.

The SENCO is on the Senior Leadership Team and provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies.

The SENCO works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The SENCO plays an important role with the Head of School and governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN.

The SENCO is Mrs. Mary Wilde m.wilde@stwilfridssheffield.co.uk.

This information report will be reviewed by Mrs. Wilde and the Senior Leadership Team **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Contact details for raising concerns

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with the child's teacher. This then may result in a referral to the school SENCO.

Parents may also contact the SENCO or Head of School directly if they feel this is more appropriate.

SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In order to meet the learning needs of all pupils, teachers carefully consider and plan provision to support pupils' learning within the curriculum. This may involve modifying learning objectives, and include supportive strategies such as scaffolding learning, or by outcome.

Identifying pupils with SEN and assessing their needs

We accept the principal that pupils' needs should be identified and met as early as possible and that the school will use its best endeavors to ensure that teachers in the school are able to identify and provide support for those pupils who have SEND. The SENCO works with the *Senior Leadership Team* and works closely with the Head of School to use whole school tracking data as an early identification indicator of pupils needing additional support. Pupil Progress meetings are held *termly* with the Head of School, SENCO and class teachers to closely monitor progress and identify pupils' needs.

We use a number of additional indicators of SEN which include:

- ❖ The analysis of data including entry profiles, Foundation Stage Profile, EYFS Development Matters, reading levels and pupils assessments.
- ❖ Concerns expressed by the class teacher;
- ❖ Following up of parental concerns;
- ❖ Tracking individual pupils progress over time;
- ❖ Information from previous schools;
- ❖ Information from other services.

Evaluating the effectiveness of SEN provision

The effectiveness of the SEN provision is measured by using **THE GRADUATED APPROACH**



ASSESS:

- ❖ Class teachers will share with parents any concerns they have regarding the educational progress of a pupil (and vice versa).
- ❖ The SENCO will meet with the class teacher and parent to discuss concerns, and decide on any further assessment work to be undertaken, and by whom.
- ❖ The class teacher will complete an Initial Concerns Checklist, which will form a baseline of any assessment as part of the process of a child being placed on the SEND register.
- ❖ In agreement with parents, the pupil will be placed on the SEND register for 'SEN Support'.

PLAN:

- ❖ Following a period of closer assessment (by the class teacher, SENCO, or outside professional), a meeting will be held with parents, class teacher and initially the SENCO to formulate a plan of action to support the pupil, based on any new knowledge.
- ❖ Provision and strategies to support the child's SEN will be discussed at the meeting.
- ❖ From this, an action plan will be discussed, which may include access to specific interventions or resources, a Learner Profile and a Support Plan to outline key strategies, provision, action points and outcomes for the pupil.
- ❖ The class teacher is responsible for ensuring any provision in place for a child/children in his/her class is placed on the class Provision Map, which is updated termly.

DO

- ❖ The additional provision outlined in the action plan from the above meeting will be carried out for an agreed time.
- ❖ The class teacher remains responsible for the progress of the child on a daily basis and will liaise with any staff or outside agencies to closely monitor the progress of the pupil.
- ❖ The SENCO supports staff in any further assessments, problem solving and advising on the effective implementation of support and provision.

REVIEW:

Review meetings will focus on the following areas:

- ❖ the effectiveness of support/provision and its impact on pupil progress;
- ❖ future provision and support;
- ❖ contributions of parents;
- ❖ contribution of pupils, where appropriate;
- ❖ Updated information and advice;
- ❖ Future action and outcomes.

Assessing and reviewing pupils' progress towards outcomes

REVIEW PROCEDURES:

SEND SUPPORT

The timings and consultation of some reviews will depend on individual circumstances and need. However, in line with the Code of Practice, there will be three review meetings a year following the general format below:

- ❖ Autumn Term: SEND Support Plan or EHCP Review meeting with parents, class teacher, (and where appropriate, the pupil).
- ❖ Spring Term: an extended parents' evening appointment with the class teacher. Some pupils will require an SEND Support plan or EHCP review meeting (this will replace the parents' evening appointment).
- ❖ Summer Term: review meeting with class teacher, parent (and where appropriate, the pupil) and the new class teacher.

Transition information will be shared with staff in preparation for the new academic year.

The SENCO will be involved in any identified review meetings, where necessary, but will not attend every SEND Review meeting.

Review meetings will focus on the following areas:

- ❖ the effectiveness of support/provision and its impact on pupil progress;
- ❖ future provision and support;
- ❖ contributions of parents;
- ❖ contribution of pupils, where appropriate;
- ❖ updated information and advice;
- ❖ future action and outcomes.

Parents of pupils in Year 6 on SEND Support will be given the opportunity to meet with the relevant secondary school SENCO in the summer term of Y6 to discuss any issues around future support and transition.

CHILDREN WITH EDUCATION, HEALTH AND CARE PLANS

Reviews are held three times a year, once a term with parents, class teacher, SENCO and any relevant outside professionals. One of these will be an Annual Review of the child's EHC Plan.

The focus of the Annual Review is to determine the following:

- ❖ Is the EHC Plan still appropriate?
- ❖ Are the child's needs being adequately met?
- ❖ What progress has the child made towards the outcomes?
- ❖ Have the circumstances changed?
- ❖ Is any additional or alternative provision required?
- ❖ Are any further assessments necessary?

Our approach to teaching pupils with SEND

Where pupils are identified as having SEND, the school provides for these additional needs in a variety of ways. The provision is related specifically to their needs. Such provision may include:

- In class support for small groups with the class teacher or teaching assistant;
- Same Day Intervention (SDI) and pre-teaching;
- Small group work with the class teacher or teaching assistant;
- Individual class support or more focused 1:1 work;
- Further differentiation of resources;
- Wave 2 interventions. These are specific, additional and time limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age- related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.
- Wave 3 interventions. These are targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one of specialist interventions.

- Provision of alternative learning materials/specialist equipment;
- Provision of adult time for planning and preparation, e.g. devising interventions and monitoring their effectiveness, creating resources to support learning outcomes;
- Staff development/training to learn more effective strategies to enhance teaching and learning;
- Access to specialist teaching and support services, such as the Speech and Language Service, for more detailed assessments of individual needs and advice/training.
- Access to assessment and profiling of pupils' learning needs through individualised assessment work by the SENCO.
- For pupils with EHC plans, provision will meet the recommendations outlined within the plan outcomes.
- For our more complex learners, identified pupils are offered a more personalised curriculum

Adaptations to the curriculum and learning environment

Further intervention will be triggered when, despite receiving targeted support and provision, a pupil:

- ❖ Still makes little or no progress in specific areas of the curriculum over a long period;
- ❖ Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age;
- ❖ Continues to experience difficulty in developing English and Numeracy skills;
- ❖ Has emotional/behavioural or social problems which regularly and significantly interfere with the child's or others' learning;
- ❖ Has sensory or physical needs which require additional specialist equipment or regular advice/visits from a specialist service;
- ❖ Has communication or interaction difficulties which interfere with the development of social relationships and act as a barrier to learning.
- ❖ The teacher, in consultation with the SENCO will follow strategies suggested on the Sheffield Support Grid Exemplification document.

Monitoring of the progress of individual pupils at this level where specific interventions, targets, strategies and support are in place to support SEN will be through a graduated approach of SEN Support as outlined in the Code of Practice.

This advocates a graduated approach of Assess, Plan, Do, Review, to meeting pupils' needs. Earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs in consultation with teachers, parents and where appropriate, the SENCO. Every class teacher has a professional responsibility to ensure that the needs of each child have been identified and that the appropriate action to meet those needs is taken. The Sheffield Support Grid Exemplification document will inform this process.

Additional support for learning

We have 12 teaching assistants who are trained to deliver interventions such as Language programmes; Vocabulary Improvement programme, LEAP – Language Enrichment Programme, Narrative Improvement Programme, Numbers First Class, ELSA (Emotional Literacy Support Assistant), Fun Friends, The Friends programme, Mighty Minds, Nurturing Group Sessions, Reading Buddy Club, Echo Comprehension Programme, Lexia, Maths base, Timetable Rockstars, Lego/Jewelry Therapy, RWI interventions.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- Appropriate provision and reasonable adjustments will be made where necessary
- Medical support in place where necessary
- Additional adult support where necessary
- Risk assessment and/or pre -visit to ensure pupil safety

Further details are available in our accessibility plan. See website <http://www.stwilfridssheffield.co.uk/>

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways: Emotional literacy, Personal, health, social and emotional lessons (PHSE)

- The Friends Programme
- Mighty Minds
- Lego Therapy
- Bucket Time / Attention Autism
- Fun Friends
- ELSA
- Theraplay Activities
- Education Mental Health Practitioner from CAMHS

Emotional Literacy and the PHSE curriculum underpins the Behaviour Policy and The Restorative

approach to dealing with all behavior and improving emotional and social development. We work closely with our CAMHS clinicians to continue to build on the Healthy Minds project which we have embedded throughout school.

We have a strict anti-bullying policy. See website <http://www.stwilfridssheffield.co.uk/>

Expertise and training of staff

Our SENCO is allocated 3 days a week to manage SEN provision.

We have a team of 12 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All teachers are teachers of SEN and they will have appropriate and regular training

- In house training and a cycle of continuing professional development for all teaching and support staff as relevant.
- Work closely with our Locality SWIP group
- SENCO and relevant Teaching Assistants to attend relevant training for SEND
- Designated LAC children teacher training
- Epi pen training for staff
- Safeguarding training for all staff and governors
- Staff first aid trained with advanced training for key staff.

Securing equipment and facilities

- SEND funding distributed where appropriate in school
- Termly Pupil Progress meetings to discuss needs of pupils and agree how resources are to be used for the term ahead

Consulting and involving parents

Parents of children with SEND are invited to termly reviews of their child's progress and targets. Notes from the review and documentation updated and passed to parents.

We encourage an "open-door" policy so that parents can speak to their child's teachers at the end of the day either in person or by phone call.

Consulting and involving pupils

Children with SEND are encouraged to participate fully in the life of the school including the school parliament and in their own reviews when appropriate.

The views of pupils with SEN can be expressed either directly through their voice or advocated by staff through observation and their knowledge of the child.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Head of School in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- ❖ Speech and Language Therapy
- ❖ Early Years Inclusion Team
- ❖ Visually Impaired Team
- ❖ Hearing Impaired Team
- ❖ Autism Team
- ❖ Educational Psychologist
- ❖ Social Services
- ❖ Family Intervention Service (FIS) – Formerly the MAST team
- ❖ CAMHs – Education Mental Health Practitioner
- ❖ Community Pediatrician
- ❖ Clinical Psychology Service on a consultancy basis
- ❖ Fusion School to School support

Contact details of support services for parents of pupils with SEN

Further information regarding SEND provision can be found from the following:

- ❖ Local Authority local offer (on the Sheffield Council website - <https://www.sheffielddirectory.org.uk/localoffer>)
- ❖ Admissions policy on the school website.
- ❖ Access arrangements for Y6 tests (including additional time, readers or scribes) will be submitted by the Y6 teacher and SENCO (March/April) and parents will be informed of any outcomes. The SENCO will undertake any additional tests prior to this submission as supporting evidence.
- ❖ The SEN Disability Information Advice Support Service (SENDIASS) can offer impartial advice and support. Contact number: (0114) 2736009.
- ❖ The Diocesan Special Needs Advisory Committee also has a number of trained volunteers who act as Parent Advocates. Please contact the Hallam Caring Service for further advice (0114) 2554790.
- ❖ Information for parents on school activities and general information is provided via the school prospectus, reports, weekly e-bulletins, parents' evenings, *class blogs on the school website* and Twitter accounts.

Parents are also encouraged to discuss any concerns about their child with class teachers as soon as they arise. Further communication can then be determined between the class teacher and parent such as email, telephone conversation, communication book/record or face to face discussion.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- A transition programme for Nursery and Reception children, including some home visits, preschool visits and Nearly There Club
- Parents' meetings for relevant year groups
- Transition sessions in July
- Sharing of information between primary and secondary schools

- Induction programme and transition visits for secondary school
- Personal transition arrangements for mid -year transfers

The local authority local offer

Our contribution to the local offer is: <https://www.sheffielddirectory.org>

Our local authority's local offer is published here: <https://www.sheffielddirectory.org.uk/localoffer>