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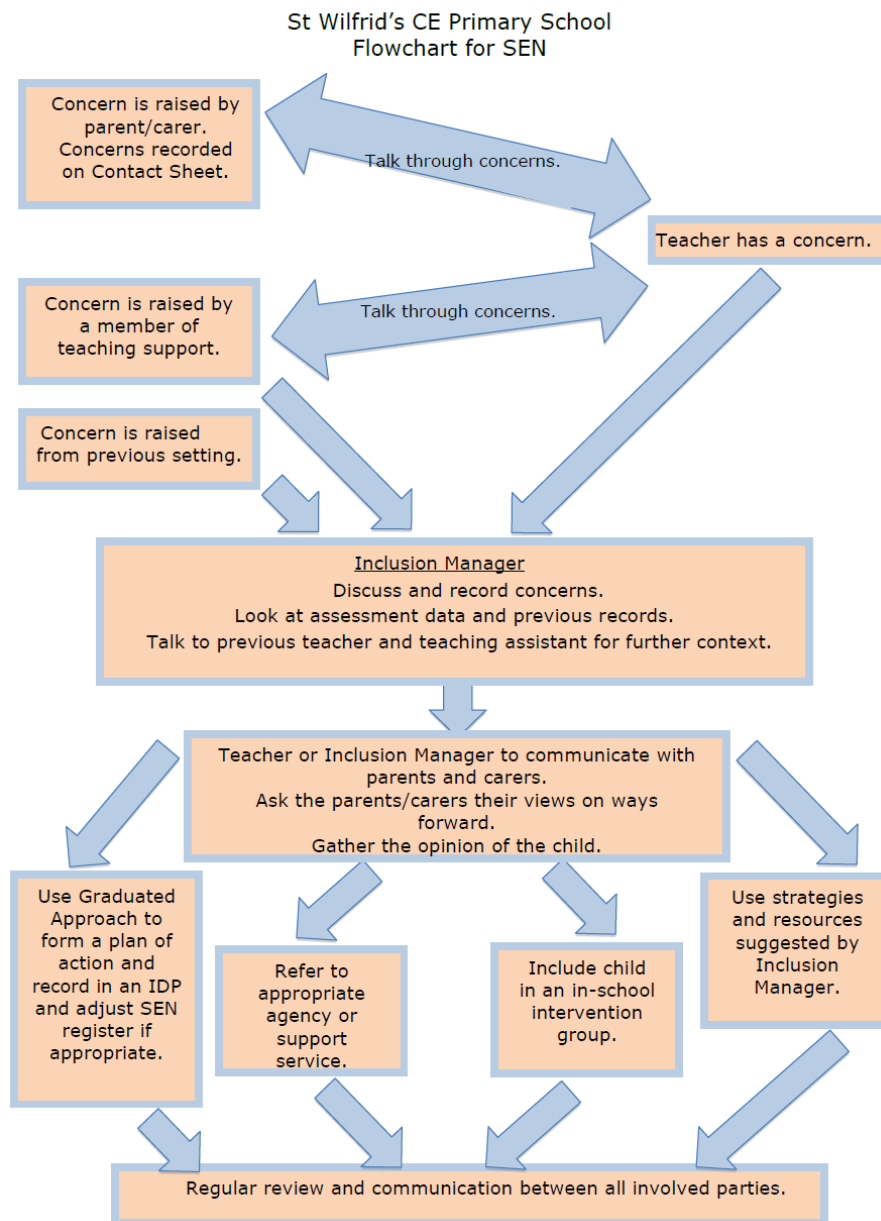
SEND Information Report 2020-2021

Our SEND Information Report tells the story of our everyday practice and provision for our SEND children.

It aims to answer a wide range of questions, listed below. However, if you have any further questions then please get in touch with the school office and we will be pleased to help you.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs or disability (SEND)?
2. How will school staff support my child?
3. How will the curriculum be matched to my child's needs?
4. How will both you and I know how my child is doing and how will you help me to support my child's learning?
5. What specialist services are available at or accessed by the school?
6. What training are the staff supporting children and young people with SEND had or having?
7. What support is available for improving the social and emotional development of children with SEND?
8. How will my child be included in activities outside the classroom, including school trips?
9. How accessible is St Wilfrid's?
10. How will the school prepare and support my child to join the school and later transfer to a new school for the next stage of education and life?
11. How are the school's resources allocated and matched to children's special educational needs?
12. How is the decision made about what type and how much support my child will receive?
13. What are the arrangements for evaluating the effectiveness of the provision made for children and young people with SEND?
14. How do we consult pupils with SEND and involve them in their education?
15. What are the arrangements relating to the treatment of complaints from parents of children with SEND concerning the provision made at school?
16. How are parents involved in the school? How can I be involved?
17. Who can I contact for further information?

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs or disability (SEND)?



If your child is due to start school in Reception in the following school year, you should make an appointment to discuss his/her needs with the Inclusion Manager or Headteacher.



If your child is new to the school then progress will be discussed with your child's nursery or previous school to enable suitable support to be implemented. The teachers at St Wilfrid's know the children in their class well and if there are any concerns about your child's progress or attainment or if it is felt your child needs extra support, this is identified early and acted upon.

Regular progress meetings are held to discuss your child's progress with the appropriate staff in school. The class teacher will talk to you if they have any concerns about your child. Parents and carers can talk to the class teacher or Inclusion Manager at a mutually convenient time if they feel that their child may have SEND.

2. How will school staff support my child? |

Every child will be supported according to their need. The teacher or Inclusion Manager will plan and explain to you a programme of special support if one is needed. The class teacher will review this plan with you termly. At St Wilfrid's we call these Individual Development Plans (IDP's).

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

Class teachers differentiate teaching and learning to meet the needs of all children in their class. This will ensure that your child's needs are being met.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Class teachers and the Inclusion Manager are always willing to talk to parents though it is advisable to make an appointment through the school office as teachers often have meetings to attend before and after school.

Parents are often invited to events in school that help them know how to support their child in a certain area e.g. '6 weeks in' event for the parents of new Reception children, Maths evenings, phonics sessions for Reception parents.

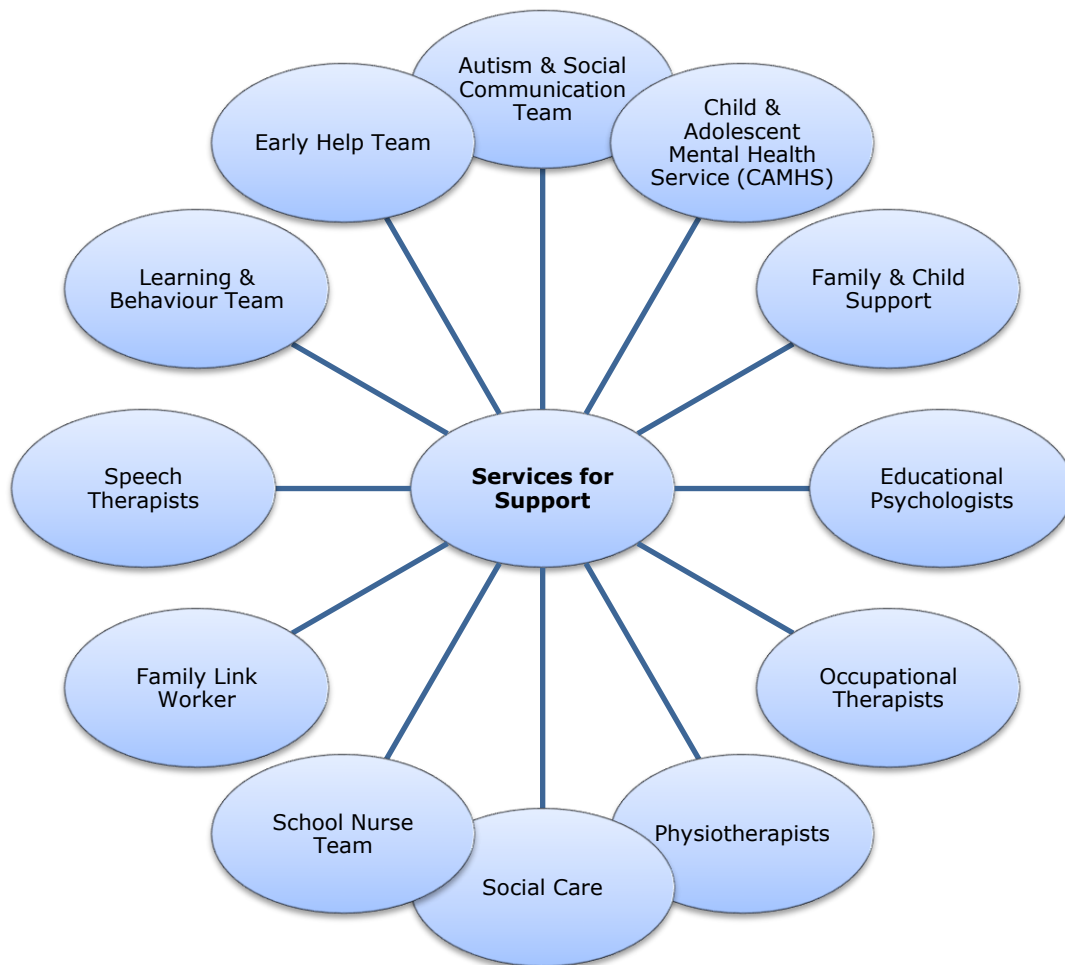
Parents will also find the information in the Home School books useful in helping them to support their child's learning.

If your child has an IDP then parent and carer views will be gathered and parents and carers will part of the target setting process. The IDP will also suggest ways for you to support your child at home.

5. What specialist services are available at or accessed by the school?

Our Inclusion Manager can signpost you to the most appropriate agency to support your child. We can refer children to the following services as appropriate (subject to waiting lists)

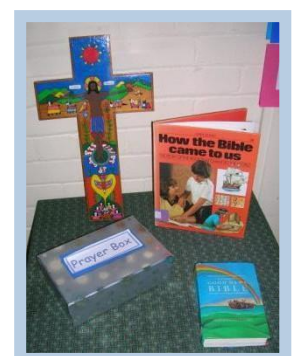
Some of the services below are offered on a prioritised basis, depending on the needs of your child and the other children in the school.



6. What training have the staff supporting children with SEND had or having?
Our staff continually participate in Continuing Professional Development opportunities that equip us to support children with SEND. We continually take guidance from outside agencies and adapt our training schedule when the need arises.

Examples of this include: Epipen training, speech and language training courses, Autism Aware training, Communication Friendly Classroom, Narrative Therapy, Social Stories, Team Teach, Lego Therapy, Makaton Training, Play Leaders, Peer Mediators, Epilepsy Aware training, Sensory Support training and Holistix training for accessing Early Help Plans.

7. What support is available for improving the social and emotional development of children with SEND?
The Nurture Group, Play Therapist and Learning Mentors are able to support children who have emotional barriers to learning. Less structured times can be particularly challenging for children with social and emotional difficulties. The arrangements include: Building Buddies (creative activities for making friends) Lunchtime Club.
Extra pastoral support arrangements are made for listening to the views of children and young people with SEND and measures to prevent bullying e.g. listening boxes are positioned in both KS1 and KS2 areas where children can post concerns. Each classroom has a prayer box too.



Our Inclusion Manager can offer specialist advice for children with social communication and interaction difficulties and refer children to the West Sussex Learning Behaviour Advisory Team for additional advice and strategies.

The Inclusion Manager can refer for specialist advice from the Child Development Centre.

There are areas designated for 'quiet retreat' within or outside many class rooms such as the Rainbow Room, including time to talk with a teaching assistant.

We run intervention groups using the Talkabout materials that have been recommended by our Educational Psychologist.



We are developing our outside areas to include an allotment and the aim is to use this with children to boost positive mental health and self-esteem.

Watch this space!

8. How will my child be included in activities outside the classroom, including school trips?

We strive to include all children in activities that are taking place outside the classroom. We meet with parents of children who have SEND if individual plans need to be made in order for the child to access the trip.

Work will be done to prepare children for the trip such as using a visual timetable or photos from previous visits.

9. How accessible is St Wilfrid's?

The school building is accessible by wheelchair as internally we have no stairs; due to the age of the premises the access to the field is by way of a fairly steep slope.

There are hand rails at child height on external steps.

All steps are edged with high visibility surfaces.

The school has disabled toilets for both children and adults.

When a child has additional hearing and sight needs we work closely with the Sensory Support Team to ensure that the correct equipment is in place and that staff are trained to use this effectively.

We follow the advice of professionals such as occupational therapists, in striving to adapt our buildings to meet the needs of children with SEND.

10. How will the school prepare and support my child to join the school and later transfer to a new school for the next stage of education and life?

During 'usual times', Reception class teachers and the Inclusion Manager (if appropriate) will visit many children at their pre-school setting in order to meet the children and discuss with staff how the children's needs can be met at school. We also like to meet with parents of children with SEND before your child starts school if we or

you feel that additional arrangements need to be made in order for your child to make a smooth transition to school.

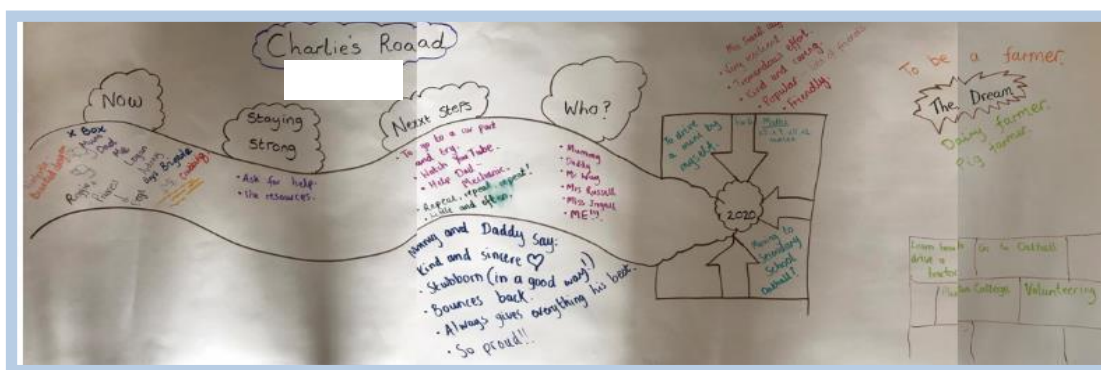
This had to be adapted in response to the COVID-19 pandemic for Summer 2020. We phoned every preschool setting and spoke with key workers so that they were able to share the skills and needs of the children who would be starting with us. Reception teachers phoned every child at home so we could form a link with them and their parents. Reception staff also sent out information booklets that contained photos and writing aimed at alleviating any worries that children may have.

Where appropriate, children with SEND will follow a transition programme when changing year group.

We communicate closely with staff from our local secondary schools and discuss the needs of children with SEND. All children in Year 6 make a visit to their secondary school and additional visits can be arranged if it is felt that this would be helpful. In previous years (not in Summer 2020 due to COVID-19) we have arranged to walk with the children to their new secondary school so they can have extra tours, experience lunchtime and change of lesson times and to meet key members of staff.

For children with an EHCP we will always seek their view on their provision and as the child gets older, we invite them to attend Annual Reviews in person and we support them with this.

With some children we create a PATH in conjunction with anybody who is important to that child to help them plan for their future. We use large rolls of paper and we have always found these creation sessions to be uplifting and positive.



11. How are the school's resources allocated and matched to children's special educational needs?

The Headteacher, Deputy Headteacher and Inclusion Manager meet termly to discuss the needs of children with SEND. The Inclusion Manager also meets with class teachers and resources are allocated accordingly. Parents of children with an Educational and Health Care Plan (EHCP) are also able to apply for a personal budget.

12. How is the decision made about what type and how much support my child will receive?

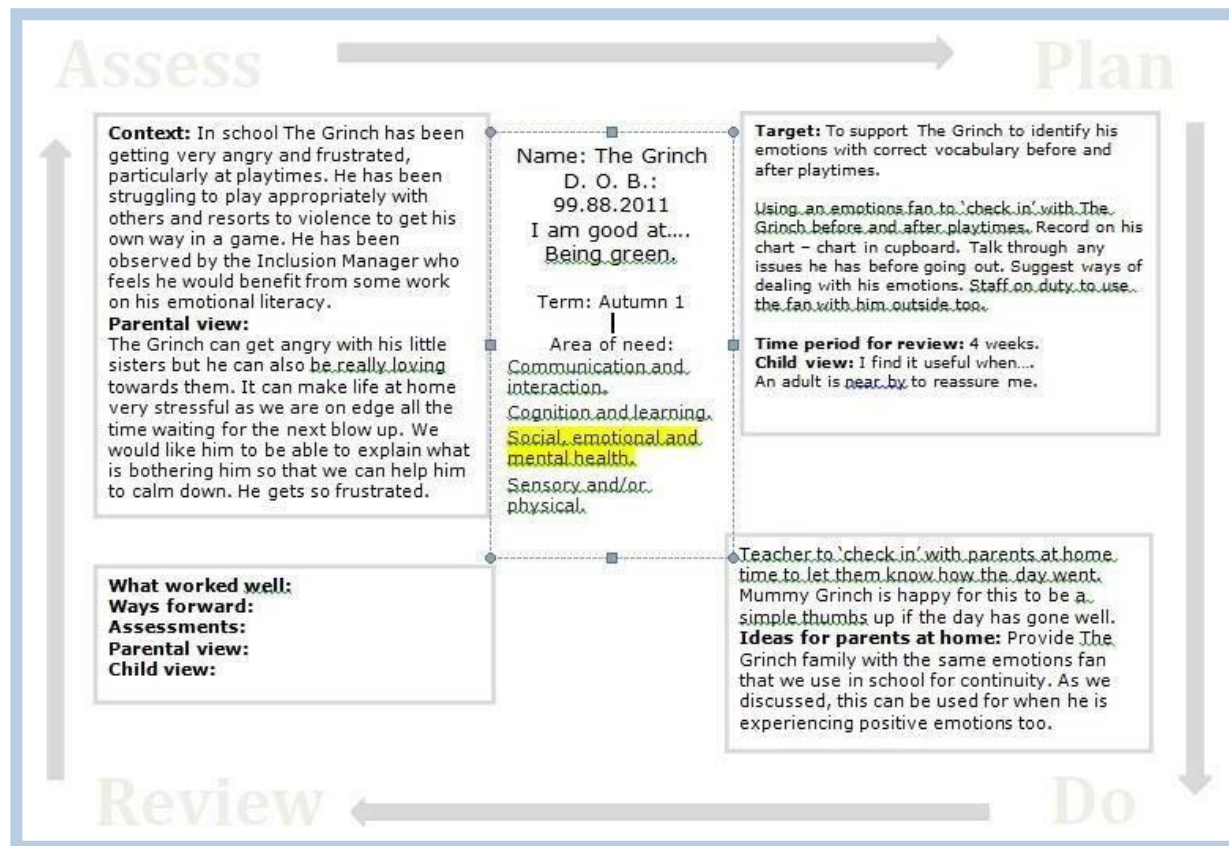
Children's needs and support are discussed with parents at parent consultation evenings. If a child needs further support then extra meetings will always be arranged.

The Headteacher, Deputy Headteacher and Inclusion Manager meet termly to discuss the needs of children with SEND. The Inclusion Manager also meets with class teachers and additional support and resources are allocated accordingly. This is reviewed termly to judge whether the support is having an impact or whether new interventions need to be tried. The IDPs are pivotal in this review process.

13. What are the arrangements for evaluating the effectiveness of the provision made for children and young people with SEND?

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school such as:

- Evaluation of the IDP targets. (including entrance and exit data).



- Tracking of pupil progress, generally as part of whole school tracking system. We use a system called Target Tracker for this.
- Any intervention is recorded and overseen by class teachers and the Inclusion Manager.
- Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by the Speech and Language Therapy services.
- An Annual Review is held for children with EHCPs; interim reviews can also be arranged throughout the year if deemed necessary.
- Telephone consultation meetings with the Educational Psychology Service, based on the assess-plan-do-review model, can take place throughout the year where a need is identified
- When children are assessed by the Inclusion Manager or by external agencies, meetings and telephone conversations take place with the parents or carers and the class teacher to discuss the findings and how best to address need and meet targets.
- When assessing children with SEN, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the classroom throughout the school year, is provided as far as is permitted during tests.
- Initial concerns about a child's progress are discussed with the Inclusion Manager and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate.

14. How do we consult pupils with SEND and involve them in their education?

Children with SEND are encouraged to represent on our School Council and other consultation groups.

Where necessary they will be supported with writing speeches and be given support and/or additional time to practise.

We aim to include children in their target setting collaboratively from verbal feedback directed by teachers.

The targets that are created for the IDPs are also shared with the child by class teachers or teaching assistants.

We encourage and support children with EHCPs to take an active part in their annual review meetings through preparation and making the information and meeting itself accessible and child friendly. In Upper KS2, children will be invited to attend part of the Annual Review to give their views in person.

15.What are the arrangements relating to the treatment of complaints from parents of children with SEND concerning the provision made at school?

It is in everyone's interests for complaints to be resolved as quickly as possible and our SEN complaint procedure is set out in the complaints procedures found on the school website.

16.How are parents involved in the school? How can I be involved?

There are two parent Governors elected to the Governing Body.

We have an active Friends of St Wilfrid's committee (FOSW) who support the school by running events to raise money for additional resources and they have a page on Facebook.

We have an amazing team of parents, grandparents, carers and community volunteers who, when possible, volunteer in to school to help different classes with their learning or assist with a school club. We are very grateful for their support and input. If you would like to get involved, please speak to the school office.

Information on day to day school life is included in a frequent Newsletter and these will also be on our website.

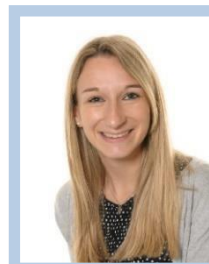
Our school website reflects general information about each year group. Home-School books are used to communicate with parents on a daily basis or as needed.

17.Who can I contact for further information?

If you would like to discuss something about your child, your first point of contact is your child's class teacher.

Mrs Russell, our Inclusion Manager has responsibility for children with SEND and the Key Stage Leaders Miss Thouless (KS1) and Mr Way (KS2) are responsible for pastoral matters. They can be contacted through the school office on 01444 413707.

If you are considering whether your child should join the school, please make an appointment to speak to our Head Teacher, Mr Hateley.



The SEND Governor is Jon Arnold who can be contacted via the school office or the

Clerk to Governors. Email: governors@stwilfrids-hh.school

The Parent Partnership Service can also give advice.

https://www.westsussexcarers.org.uk/Link/link_parent_partnership.htm

Helpline: 0845 075 1008 - Monday to Friday during office hours.

Email: parent.partnership@westsussex.gov.uk

The Local Offer website for West Sussex: www.westsussex.local-offer.org