



SEND Report

St Wilfrid's is an inclusive school, where the emphasis is upon the individual student and their unique talents that God has blessed them with and that they can share with the school.

This school makes provision for all learning needs and disabilities. We have experience with physical disabilities and sensory impairments, both hearing and vision. The school also has experience with students with neurodiverse conditions, such as autism and ADHD, as well as a range of cognitive learning difficulties.

Allocation of places for students with SEND

Some students with disabilities have places secured in conjunction with SENAT (Special Educational Needs Assessment Team) at West Sussex County Council, when the student has an EHCP (Educational Health Care Plan).

Other students secure places by applying to the school and with the administration of the school's admission policy. Parents who are concerned about their child's place in a mainstream school and the ability of their child to access the buildings and the curriculum should contact the SENCo (Mrs Kerr: f.kerr@stwilfrids.com) directly to discuss their concerns.

As an inclusive school, it is helpful for the school to know in advance the disabilities of any students, so that we can work together with parents to overcome any barriers to learning. This allows us to ensure that the student is able to access the school and the curriculum.

Identification, Assessment and Provision for students with SEND:

1. Within the school's programme for KS2/3 transition, personalised provision is made for SEND students. This includes outreach visits to feeder primary schools by key staff from the Learning Support Department and other professional staff. It also includes a series of induction visits for students, prior to the main Induction Day in July.
2. The profile of Year 6 students is discussed by key members of the Learning Support Department and other professional staff prior to entry. This includes discussion of resource implications.
3. On entry into Year 7 a series of baseline assessments are conducted to identify those students for whom programmes of intervention will be provided. Parents are informed of these proposed interventions.
4. Baseline assessments are conducted across KS3/4 at the end of every academic year, to ensure that the progress of all students who are demonstrating significant difficulty in reading or spelling, by comparison with peers, are kept under review.
5. Provision for specific programmes of intervention is coordinated by the SENCo.
6. Interventions are monitored, evaluated and reviewed on an on-going basis throughout the academic year, via Line Management and Learning Support Department. This includes regular review of the status of students with regard to School Support.
7. Arrangements for Annual Reviews (EHCP) are in line with the SEND Code of Practice 2015. The school liaises with the outside agencies to arrange Transition Plans for students with EHCP (and other students with SEND who may benefit from Transition Planning) as necessary. Transition Plans are reviewed annually as part of the Annual Review process.



8. As identified in the Learning and Teaching policy, all teachers have responsibility for ensuring that lessons are tailored to individual need (Quality First Teaching). This requires teachers to work closely with teaching assistants (both generic and subject based) who are deployed strategically.

The Facilities that we have for students with SEND:

This is a fully accessible site on two floors. We have:

- Classrooms where all doors are suitable for wheelchair access.
- Classrooms with adjustable desks that can accommodate wheelchairs.
- Dorgard Fire Door Retainers are fitted in all corridors (including 6th Form).
- Food tech room with height adjustable work station.
- Two lifts.
- Disabled toilet with hoist and adult sized changing bed.
- Staff trained in the use of ProMove slings and emergency evacuation chairs, which are onsite.
- An audit was recently completed and implemented by the mobility officer at West Sussex Sensory Support team, improving the physical environment of our school for the purpose of increasing the extent to which visually impaired students are able to take advantage of education and benefits, facilities and services provided by our school.
- All classrooms are fitted with acoustically absorbent *panels* to walls for hearing impaired students.
- The school has 2 disabled parking spaces in front of the building.

INSET is delivered to all staff on specific learning difficulties, e.g. Dyslexia, ADHD, Autistic Spectrum Condition, Dyspraxia, Speech and Language difficulties. INSET is organised by the SENCo and at times outside agencies are consulted and contribute. The outside agencies include:

- Advisory teachers
- Educational Psychologist
- Speech and language therapy service, including the Speech and language therapist
- Occupational therapist
- Physiotherapists
- Sensory Support team
- Specialist support teachers

Information is provided for all staff on new students. Teachers are given the results of the literacy testing carried out by the department. All this information is available for staff to view on school systems.

All parents are informed if their child has an identified learning difficulty and is on the Learning Support Register.

Parents are invited to take an active role in contributing to the student profiles. Parents of students with an EHCP are invited and encouraged to contribute to the Annual Review process.



Parents are encouraged to contact the Learning Support Department if they have specific support issues. Appointments can be made to discuss these issues, either individually or at the Parents' Consultation Evening, where the SENCo is present.

Parents are invited to meet in school with outside agencies, if their child is involved with any, so that all parties are included in the planning process for individual students. Parents are signposted towards SENDIAS, The West Sussex SEND Information, Advice and Support Service.

The school liaises with further and higher education providers, giving advice about DSA (Disabled Student Allowance) for those entering higher education. The school also arranges taster sessions for students transferring to other further educational providers.

This report should be read in conjunction with the SEND Policy, and the Accessibility Plan, which are available on the school website.

Fran Kerr, SENCo
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