

SEND Information 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.

How are places allocated for students with SEND at St Wilfrid's?

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 in line with 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 (Special Educational Needs Co-Ordinator, 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.

How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

- When children transfer from primary school into yr7, 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.
- We work closely with our feeder primary schools and all relevant information regarding your child's level of need is shared with us so that we can plan the appropriate level of support and provision.
- On entry into Year 7 a series of baseline assessments are carried out to identify those students who may need some additional support. These assessments include reading and spelling assessments. Parents are informed of any proposed support or interventions.
- Baseline assessments are conducted across KS3/4 at the end of every academic year. This ensures that we monitor the progress of every student and continue to identify and support those to who are demonstrating significant difficulty in reading or spelling.
- If you have concerns regarding your child's/young person's learning, you can contact the SEND department to discuss.

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

- The planning and organisation of specific programmes of intervention is coordinated by the SENCo. (f.kerr@stwilfrids.com). You are always informed of proposed support and interventions for your child/young person and your consent will be sought.
- Our students are actively involved in their education choices and the reasons for the support.
- Interventions are monitored, evaluated and reviewed on an on-going basis throughout the academic year. This includes regular review of the status of students with regard to School Support.
- 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.

How will school staff support my child/young person?

Within the classroom, all teachers are responsible for high quality teaching and for providing appropriately differentiated resources for students. Teachers are supported in this by the TA's (Teaching Assistants) and SENCo. Children are treated as individuals within the classroom. Teachers support students in their learning by the use of different technologies and resources, enabling them to learn to the appropriate level of their ability.

The school believes in inclusive education for all children and we adapt the curriculum and the facilities to support the individual.

How accessible are the facilities at St Wilfrid's?

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
- Mobile hoist for emergency evacuation
- 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, benefits, facilities and services provided by our school
- All classrooms are fitted with acoustically absorbent panels to walls and/or ceiling for hearing impaired students
- The school has 2 disabled parking spaces in front of the building

What training do the staff have in supporting students with additional needs?

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

- Advisory teachers for behaviour and social communication
- Educational Psychologist
- Speech and language therapy service
- Occupational therapist
- Physiotherapists
- Sensory Support team for Visual and hearing impairments
- 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.

What specialist services and expertise are available at or accessed by the school?

If a student requires support, the SENCo will seek consent from parents to engage with outside agencies, either those offered by West Sussex services and listed above or the school-funded Education Psychologist, Occupational therapist and well-being consultant. The parents and school can also involve charities and organisations who work to support young people with a range of difficulties.

Students with disabilities and SEND are included in activities and school trips, with adaptations being made for them, to ensure their participation is possible.

How does the school support my child/young person's well-being?

Students are supported with their social and emotional development, through a range of provisions in school. These include:

- The listening service provided by the chaplain
- Rainbows groups
- Boost groups
- Support from form tutors and year leaders
- Social communication groups
- Wellbeing garden and forest schools

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

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 parent/teacher 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 Special Educational Needs Disabilities Independent Advisory Service.

How will the school prepare and support my child/ young person to transfer to a new school / college or the next stage of education and life?

The school is focused on preparation for adulthood for every student here and enabling them to have fulfilling and independent lives.

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

What do I do if I have a complaint about SEND provision?

Parents who have complaints about the provision offered to their child, should in the first instance contact the SENCo. Should they still feel that the provision offered is not acceptable, they will follow the complaints procedure policy.

This information is available at the Local offer, West Sussex.

Further information on support in the area is available on the Local Offer, from West Sussex.

[West Sussex Local Offer \(local-offer.org\)](http://local-offer.org)

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

Fran Kerr 05/09/2022