

St. Wilfrid's Annual SEN Information Report 2020-2021

St. Wilfrid's values the contributions that every young person can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All pupils with SEN are valued, respected and equal members of the school. As such, provision for pupils with SEN is a matter for the school as a whole.

In accordance with the SEN Code of Practice (DfE: June 2014) St. Wilfrid's believes that all parents of pupils with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support. As such, St. Wilfrid's have created their Annual Report to parents which answers 'frequently asked questions' which may help you to understand how we identify and support children with Special Educational Needs and Disability.

| Frequently Asked Question | St. Wilfrid's Response |
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| What do I do if I think my child may have Special Educational Needs? | <p>Arrange an appointment with your child's Form Tutor / Head of Year or Special Educational Needs Coordinator (SENCo). Following a discussion about your child's needs a course of action will be decided; this may involve testing / screening for difficulties, support within school or possible involvement from outside agencies. If it is decided that your child does have a Special Educational Need then they will be placed on the SEN Register and you will be informed in writing.</p> <p>The SENCo is Mrs Jane Ball and she can be contacted on 01977 691000 ext. 148. jbl@st-wilfrids.bkcat.co.uk</p> |
| What types of SEN are provided for within St. Wilfrid's? | <p>St. Wilfrid's is a fully inclusive school and has pupils with a wide range of SEN and Disability, including but not exclusive to Autism, Cerebral Palsy, Hearing Impaired, Visual Impaired, Learning Difficulties, Speech and Language difficulties. The schools' approach to support and cater for needs depends highly upon the individual and their desired outcomes in all four categories of need identified in the SEN Code of Practice – Cognition & Learning, Communication & Interaction, SEMH, Sensory and/or physical needs.</p> <p>The SEN criteria can be found on our website with the SEN policy.</p> |
| How would a child be identified as having difficulties and assessed accordingly? | <p>St Wilfrid's is committed to Quality First Teaching and uses a graduated response to early identification and assessment of children with special educational. If a child is not quite meeting age related expectations after observations, assessments, planning and review it may be necessary to place pupils on the SEN register and provide extra support. Decisions on the most appropriate type of action is applied individually, by considering attainment, nature of difficulty, strengths and achievements and whether current strategies should be changed or amended. Some interventions are in small groups and may be short term whereas other approaches are more personalised to support individual progress and may last longer term. In addition, all pupils throughout the school are monitored through regular data collections (6 per annum). Any pupils entering school in Year 7 who have not met their KS2 milestones, and/or pupils for which concerns are raised, complete base-line testing (reading/comprehension/spelling) to identify areas of need and to inform future interventions/provision.</p> <p>Referrals can be made at any time by form tutors, subject teachers and / or parents. If it is decided that specialist assessment is required the school consults with outside agencies and specialist therapists such as Speech Therapists, Educational Psychologists and Hearing / Visual Impairment therapists.</p> |

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| <p>How do St. Wilfrid's include parents of pupils with SEN in their child's education and how will I know how well my child is doing?</p> | <p>Discussions with parents are vital at every stage of a child's education. Progress is monitored closely within departments and on a whole school level with data collections every half term. You will receive information regarding your child's progress through the SIMS Parent App, your child's planner as well as being invited to attend parents evening once a year. If it is agreed by all involved that a child should be placed on the SEN register then parents are informed in writing. Parents will be asked to review the support plan and / or child's progress every term. For parents of a child with a Statement of SEN or Education, Health and Care Plan a formal meeting will be held at least annually. Parents do not have to wait for a scheduled meeting to discuss their child's education; they are encouraged and welcomed to contact any member of staff. In accordance with the SEN Code of Practice the school believes that all parents of pupils with SEN should be treated as equal partners. Parents will be supported and enabled to:</p> <ul style="list-style-type: none"> • Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education • Have knowledge of their child's entitlement within the SEN framework • Make their views known about how their child is educated • Have access to information, advice and support during assessment and any related decision making process about Special Educational provision |
| <p>How do St. Wilfrid's consult young people with SEN and involve them in their education?</p> | <p>St. Wilfrid's encourages and supports student participation and assists students to be actively involved in decisions regarding their education. Students with SEN are invited to express their opinions within support plan meetings, Annual Reviews and transition planning. St. Wilfrid's believes in a person centred approach and as such places the child and parents at the centre of all discussions and decisions. We review support plans three times a year and will always invite pupils to the meetings. We understand meetings can be a bit daunting so we give pupils time and help to prepare their views before the meeting. Pupils are supported to prepare PowerPoints to help them participate, however if they do not wish to attend then their views will be obtained separately by a familiar staff member / parent and shared during the meeting on their behalf.</p> |
| <p>What is St Wilfrid's approach to teaching pupils with SEN?</p> | <p>The school believes all teachers are teachers of SEN and that high quality teaching is the best way to ensure progress of learners with SEN. Teachers and support staff have access to information to support pupils with SEN through One Page Profiles, My Support Plans, EHCPs, staff shared area and SIMS. If a student is not meeting age related expectations a graduated response to intervention can be put in place to help the student catch up.</p> |
| <p>How will school support my child in the transition between educational phases?</p> | <p>St. Wilfrid's have excellent links with our feeder Primary Schools as well as colleges for post-16 education. The pastoral team work together to plan effective transition to meet individual needs. Extra transition visits can be arranged. The SENCo attends Year 6 Annual Reviews to ensure effective transfer of SEN information. From Year 9 pupils with SEN have appointments with Connexions services as part of their annual review. Wakefield College are invited to send a representative to attend the Annual Reviews of all Year 11 pupils along with other post 16 providers that the student has identified to be a possible College.</p> <p>In addition, the school curriculum includes PSE and Personal Development lessons to support students in preparation for independent living and to be citizens in the wider community. The SEN team supports this provision with smaller group workshops focussing on study skills, social skills, travel training, financial planning, self care and essential life skills.</p> |

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| <p>How will school support my child?</p> | <p>Your child's class teachers will plan and organise learning activities that meet the needs of your child. An individual support plan may be required which will be overseen by the SEN Team. Students have access to named Learning Support Assistants, a HLTA for each key stage as well as SENCO. This plan will identify your child's learning objective, success criteria, strategies and who is going to support them. The plan will be reviewed at least termly and progress recorded. Yourself and your child's contributions will be valued and listened to both when establishing the plan and during its review. Your child's progress will be closely monitored through regular whole school data collections (every half term). St. Wilfrid's values the contributions that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All pupils with SEN are valued, respected and equal members of the school. As such, provision for pupils with SEN is a matter for the school as a whole.</p> <p>'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist support' (Code of Practice 6.36)</p> |
| <p>How will the curriculum be matched to my child's needs?</p> | <p>All class teachers differentiate the curriculum according to the needs of the children in their class. Children may be grouped according to ability, in mixed ability groups or with an additional adult (learning support assistant). If your child has SEN all staff will be aware of their needs and additional resources may be provided for support and some adapted resources may need to be accessed through outside agencies. Some children may also be withdrawn from class to participate in special intervention programmes.</p> <p>In Year 9 pupils are guided to select a curriculum pathway to suit their strengths and preferences. High needs students may be guided to a reduced number of GCSEs with a Directed Study option, which provides extra support for Maths and English GCSE as well as preparation for independent living.</p> |
| <p>What additional support for learning is available for pupils with SEN?</p> | <p>There are 2 HLTAs and 11 LSAs in school as well as external agency involvement (such as Educational Psychologists, CIAT, Hearing / Visually impaired services, Speech and Language Therapists, CAMHS).</p> <p>All students are encouraged to participate in a full mainstream curriculum and activities however sometimes it may be necessary to complete a risk assessment and make additional support available such as providing access to Catholic Care, social skills and resilience workshops as well as pastoral support workers and after school clubs such as homework club.</p> <p>The LSA's work closely with the SENCO in providing support for the pupils with Special Educational Needs across the school, liaising with class teachers, maintaining records for the pupils they work with, and attending reviews and meetings as requested. LSA's are deployed within departments (for subject specialism) and within year groups (that work more pastorally with pupils and complete 'pupil profiles').</p> <p>The SEN policy can be found on our website.</p> |
| <p>What expertise and training do staff have on SEN?</p> | <p>The SENCO, who is a qualified teacher, has the 'National Award of SEN Coordination' from the University of Wolverhampton and is a qualified test user for exam access arrangements (accredited by the British Psychological Society). There has also been whole staff training session from Wakefield Learning Support Service, Educational Psychology and Communication and Interaction Team.</p> |

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| | <p>St. Wilfrid's School recognises the importance of staff development and appraisal for increasing self-confidence and expertise and as such promotes:</p> <ul style="list-style-type: none"> • Our commitment to continuous professional development for all staff on SEN developments • Integration of all SEN staff into the performance management procedures of the school • All teachers and support staff undertake induction on taking up a post and this includes a training session delivered by the SENCo to explain the SEN(D) systems and structures • The SENCo delivers training to teacher training students • The SENCo delivering whole school training on Government legislation <p>We have on-site Communication Resource that provides training to staff and LSA's have a CPD program with sessions in & outside the school day, which includes: Risk & Resilience, CAMHS and Safeguarding.</p> |
| <p>How would equipment and resources for pupils with SEN be secured?</p> | <p>All schools in Wakefield receive funding for students with SEN in three main ways:</p> <ul style="list-style-type: none"> • The base budget covers teaching and curriculum expenses • The delegated SEN budget covers additional support required • The devolved budget which is allocated for some students with Education, Health and Care Plans <p>With these funds we secure what is necessary for each pupil with SEN to support their learning, for example laptops for pupils with handwriting difficulties, reformatting of work for pupils with visual impairments, a safe base (Easby) and support staff accompaniment on trips / residential.</p> <p>St. Wilfrid's follows LA guidance, to ensure that all students' needs are appropriately met.</p> |
| <p>How does school evaluate the effectiveness of the provision?</p> | <p>The success of the school's SEN policy and provision is evaluated through:</p> <ul style="list-style-type: none"> • Monitoring of classroom practice by SENCO and subject co-ordinators • Analysis of student tracking data, for individuals and cohorts • The School Development Plan / SEN development plan • Academy Councillor links and liaison with other schools • Monitoring the impact of short term / long term interventions against pupil progress and outcomes • External audits and reviews of SEN provision <p>The SEN Plan, Do, Review Cycle can be found on our website within the SEN Policy</p> |
| <p>How do children with SEN engage in activities alongside pupils with no SEN?</p> | <p>St. Wilfrid's has a fully inclusive ethos to ensure all pupils are involved in all aspects of school life. This includes accessing educational visits, residential and extra-curricular activities. If specialist provision or extra support is required the SENCo would liaise with the class teacher, parents or careers to make appropriate arrangements and provisions and additional support as appropriate.</p> |
| <p>What support will there be for my child's overall well-being?</p> | <p>St. Wilfrid's has an excellent and extensive pastoral support system to support pupil mental health and well being. This includes: Form Tutor, Director of Year, Behaviour and Rewards Team, Solutions staff, Catholic Care, Chaplaincy, Safe-guarding officers, Police liaison officer, Education Psychologist and on-site school councillor as well as peer ambassador groups. The pastoral system offers active listening, advice and guidance as well as strategies to build resilience and interpersonal relationships. Students are encouraged to become a mental well being ambassador to help build support networks for all students as well as providing opportunities to discuss age related life issues. The school behaviour</p> |

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| | <p>policy clearly states a zero tolerance to bullying and/or discriminatory behaviours. Students would be subject to appropriate reprimand for any such misconduct and in extreme circumstances be excluded from lessons and / or school as well as small group sessions on restorative / positive behaviours. The school prides itself on having rare occurrences of such incidents.</p> |
| <p>What specialist services are available to the school?</p> | <p>In addition to the extensive school pastoral system St. Wilfrid's has access to a range of agencies including: Wakefield Learning Support Service, Hearing Impaired Service, Visual Impaired Service, Communication and Interaction Team, Equality and Diversity Team, School Nursing and Behaviour Support Service. St. Wilfrid's believes that collaborative working is essential to meet the needs of our pupils, this is supported through multi-agency meetings, Annual Reviews for pupils with SEN and the CAF process.</p> |
| <p>What are the contact numbers for other support services available?</p> | <p>The contact details for supporting services for pupils with SEN; Learning Support Service (LSS) – 01924 307403 Communication, Interaction & Access team (CIAT) – 01924 303683 Hearing Impairment Team (HI) – 01924 303661 Visual Impairment Team (VI) – 01924 303663 Special Education Needs Assessment & Review Team (SENART) – 01924 302465 SENDIASS (was Pupil, Parent Partnership service) – 01924 379015 Child, Adolescent Mental Health Service (CAMHS) – 01977 465865 Common Assessment Framework Team (CAF) – 01924 304914</p> |
| <p>What do I do if I have a complaint that cannot be resolved by school?</p> | <p>The school follows the guidelines set out by the LA in respect of complaints from parents. The school complaints procedure can be accessed through the school website, by contacting SENCO, HeadTeacher or by contacting Academy Council. In addition, SENDIASS aims to help parents and professionals to work together in partnership. They can arrange an independent Disagreement Resolution which is available free of charge if there is a disagreement which those involved cannot resolve.</p> |
| <p>Where would I find out what is available in the local area for SEN pupils</p> | <p>Our local authority's Local Offer is published on the website below. www.wakefield.mylocaloffer.org</p> |

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SEN(D) Profile by year group:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Sixth Form |
|--------------------|---------------|---------------|---------------|----------------|----------------|-------------------|
| EHCP | 4 | 5 | 10 | 8 | 4 | 1 |
| SEN Support | 42 | 25 | 21 | 21 | 29 | 2 |
| Totals | 46 | 30 | 31 | 29 | 33 | 3 |

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| Resource | 4 | 5 | 4 | 5 | 2 | 0 |
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Access arrangements – testing begins in Year 9 to meet JCQ deadlines