ST WULSTAN'S
CATHOLIC PRIMARY
SCHOOL

SEN Information Report

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DEFINITIONS

The Company's standard set of definitions is contained at Definition of Terms – please refer to this for the latest definitions.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Special Educational Needs Coordinator (SENCo)

At St Wulstan's, our Special Educational Needs Coordinator (SENCo) is Mr Pitt. He is currently completing the National Professional Qualification for SEN Coordination (NPQSENCO) to further develop his knowledge and expertise. As SENCo, Mr Pitt works closely with staff, parents, and external agencies to ensure that pupils with SEND receive the right support to thrive. He is committed to ongoing professional development and regularly engages in training to deepen his understanding of a wide range of SEND needs.

Class Teachers

Our teachers receive regular in-house SEN training and are supported by the SENCo to ensure the needs of pupils with SEND are met effectively. As a whole staff team, we engage in ongoing professional development to strengthen our understanding and practice. Recent training has included:

- Masking and Autism – developing awareness of how masking can impact pupils and strategies to support them.
- Sensory Processing – understanding sensory needs and how to adapt the classroom environment and teaching approaches.
- Specific Learning Difficulties (SpLD) with a focus on Dyslexia – identifying barriers to learning and implementing targeted strategies to support reading, writing, and spelling.
- Speech and Language – practical approaches to support pupils with communication and language difficulties.
- Rosenshine's Principles of Instruction – a research-based set of teaching principles that benefit all learners, including those with SEND.
- Positive Handling – ensuring staff can respond to challenging situations safely and appropriately.

This breadth of training enables our teachers to adapt their teaching, provide appropriate interventions, and create inclusive classrooms where all pupils can thrive.

Teaching Assistants (TAs)
We have a team of experienced teaching assistants who are trained to deliver SEN provision.

Our teaching assistants have been trained to deliver interventions such as Shine Interventions, Read Write Inc, RWI Fresh Start, Precision teaching, Word Aware, Black Sheep Press, Lego Therapy.

External agencies and experts
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Worcestershire Complex Communication Needs Team (CCN)
- Melo Onside Mental Health Support
- SEND Pathways LTD Learning Support
- NHS Children's Speech and Language Therapy
- NHS Herefordshire and Worcestershire Community Pediatric Team
- NHS Hereford and Worcestershire School Health Nursing
- Worcestershire County Council SEND Services

3. What should I do if I think my child has SEN?

Tell us about your concerns	Concerns Meeting	Next Steps
If you think your child might have SEN, the first person you should tell is your child's teacher. Please either make an appointment to see them via the school office or use the class email address. They will pass the message on to our SENCo, who will be in touch to discuss your concerns.	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.	We will monitor the outcomes of any support put in place at a review meeting. At this meeting, any further support needed will be agreed and another review date will be put in place. If we then decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?
All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support and time to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo and will contact you to discuss what can be further done to support your child.

As part of the decision-making process, the SENCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCo will work with you to create an Individual Support Plan for them.

5. How will the school measure my child's progress?
At St Wulstan's, pupil progress is measured through both formative and summative judgements. Class teachers make daily observations about pupils as they move through the curriculum and also administer a range of summative assessments usually in the form of standardised tests at the end of a unit of work or a half term/term.

If your child is receiving SEN support and is placed on the SEN register, we will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

- **Assess:** Information is gathered from assessments and from the views of staff, the child, parents or carers, and relevant external services. The child's needs are then assessed against the SEN criteria.
- **Plan:** Appropriate support, provision, interventions and intended outcomes are discussed and agreed. These arrangements are recorded on the school's system and communicated to relevant staff.
- **Do:** The agreed plan is implemented. The class teacher or provision lead remains responsible for working with the child daily and assessing the impact of the support.
- **Review:** The overall effectiveness and impact of the support are evaluated. The plan is then revised in light of the learner's progress and outcomes.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?
We will provide termly reports on your child's progress – each year there are opportunities for face-to-face meetings with class teachers and a written report sent home in the summer term. Further to this, parents with children on the SEN register will have three additional face-to-face meetings per year. Your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school office or via the class email address.

7. How will my child be involved in decisions made about their education?
The level of involvement will depend on your child's age, and level of understanding. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?
Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Scaffolding support, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, total communication aids, assistive technology, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis if detailed in an Educational and Health Care Plan (EHCP)
- Teaching assistants, where available, will support pupils in small groups when class teachers decide they require extra support.

We may also provide the following interventions (not an exhaustive list):

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories/socially speaking Sensory circuits Nurture room time Sensory audits – class and personal Lego club Complex Communication Needs referral – teachers will follow recommendations made by specialists
	Speech and language difficulties	Speech and language therapy referral – teachers will follow recommendations made by specialists
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays and backgrounds Access to laptops Touch typing programmes Precision teaching Access arrangements for SATs e.g. scribes, transcripts, readers Extra processing time Learning Support Team referral - teachers will follow recommendations made by specialists
	Moderate learning difficulties	High quality teaching including scaffolding/differentiated activities Precision teaching Small group support Daily reading Power of 2 maths support
	Severe learning difficulties	

Social, emotional and mental health	ADHD, ADD	Quiet workstation Personal/class fidget packs Sensory circuits
	Adverse childhood experiences and/or mental health issues	Nurture groups Pastoral support – emotional well-being and mental health Sign-posting to external agencies such as CAHMS or CAHMS CAST
Sensory and/or physical	Hearing impairment	Liaison with HI team Necessary adaptations such as support with hearing aids, radio loops Alternative seating arrangements Access arrangements for SATs
	Visual impairment	Liaison with VI team Adapted materials – increased font size, reduction in visual overload Access arrangements for SATs
	Multi-sensory impairment	Sensory audits – personal and general Sensory equipment relative to a pupil's needs Nurture/sensory room
	Physical impairment	Click here to access the school's Accessibility Plan Necessary adjustments to the physical environment depending on a pupil's need

These interventions are part of our contribution to Worcestershire's local offer.

9. How will the school evaluate whether the support in place is helping my child?
We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care plan (EHCP))

10. How will the school resources be secured for my child?
It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?
All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s).

All pupils are encouraged to take part in activities such as sports day, school plays, workshops, sporting events etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?
Further information regarding school admissions can be found on our website or by clicking here.

Information regarding the Fair Access Protocol in Worcestershire is available here.

13. How does the school support pupils with disabilities?
At St Wulstan's, we actively take steps to prevent disabled pupils from being treated less favourably than other pupils. This information can be found in our Accessibility Plan, available on our school website or by clicking here.

14. How will the school support my child's mental health and emotional and social development?
We provide support for pupils to progress in their emotional and social development in the following ways:

- We have a designated and trained Senior Mental Health Lead.
- St Wulstan's is a Trauma Informed Setting.
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of our Well-being Champions, Sports Crew and Mini Vinnies groups to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by ensuring that they are always included in curriculum chats with leaders.
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years
To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between phases
The SENCo of the secondary school will come into our school for a meeting with our SENCo. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Bury and senior leaders will work with our SENCO to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Our complaints procedure can be found on our school website or by clicking here.

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Mediation | Worcestershire County Council

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Worcestershire's local offer. Worcestershire publishes information about the local offer on their website: SEND Local Offer | Worcestershire County Council

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment (EHCNA)** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan (EHCP)** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCo** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages