



At St Wilfrid's Catholic Primary School

We strive to support all children to achieve to the best of their abilities.
We believe that quality first teaching is essential but for some children there are occasions when additional support is needed to help them achieve their targets.

The Special Needs Co-ordinator is

[Mrs Karen Dunn](#)

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There are many SEN terms that are abbreviated that can lead to confusion.
Below is a glossary of some of the terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactive Disorder
ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
CDC	Child Development Clinic
COP	Code of Practice
EHCP	Education Health and Care Plan
FSNF	Family Support Network Forum
KS	Key Stage
LAC	Looked After Children
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IHCP	Individual Health Care Plan
ILP	Individual Learning Plan
LEA	Local Education Department
MLD	Moderate Learning difficulty
PSP	Pastoral Support Plan
SENCo	Special Needs Co-ordinator
SpLD	Specific Learning Difficulty
TAF	Team Around the Family
VI	Visually Impaired

Children and Families Bill 2013

From September 2014 changes come into effect that transforms the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill extends the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

The major changes are

- Replacing statements with a new birth to 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need.
- Improving co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- Requiring local authorities to involve children and young people and their families in reviewing and developing their provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

- The [Children and Families Bill](#) will become enacted in September 2014. Local authorities will then be required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. A further key role for the Local Offer will be to inform the joint commissioning for children and young people with SEN and disabilities by setting out in a single place what is available locally.

There are 14 questions devised in consultation with parents/carers and other agencies, which reflect their concerns and interests.

Below are St Wilfrid's Primary School's responses to these questions along with a link to the Local Authority's Local Offer

1. How does St Wilfrid's know if children need extra help and what should I do if I think my child/young person may have special educational needs?

Staff track the progress of each individual pupil. There are termly progress meetings where concerns are raised. Parents have the opportunity to raise concerns with individual teachers and the SENCO. The SENCO has weekly drop ins and there are 2 parents' evenings a year at which the SENCO is available. In addition to this consideration is given for the pupils themselves asking for help as well as concerns raised through a child's change in behaviour.

2. How will St Wilfrid's staff support my child?

The class teacher with the support of the SENCO plans the programme. The child is supported as necessary and where appropriate by the SENCO and a teaching assistant. Progress data is scrutinised termly to monitor progress. Interventions are also analysed for success and if the intervention is not working then we try an alternative intervention.

The SEN Governor meets the SENCO termly and the SENCO provides a termly report to the Governors in addition to provide an overview of progress made.

Mrs Portia Ray office@stwilfridsbh.org.uk

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

Where appropriate specialist equipment is utilised. An Individual Learning Plan is written to ensure that short and long term tasks remain as a focus for progress and pupils learn at a level appropriate to their needs. This will be delivered through a mixture of individual support, group work and a differentiated curriculum to ensure the maximum independent learning environment.

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?

If a child is subject to additional school support, then there are termly meetings to review and discuss the Individual Learning Plan. The school encourages parents to make an appointment to discuss progress and the school also reserves the right to invite parents into school when there is a concern. Where appropriate a Home School Liaison book is put in place to ensure good links between home and school.

Parents are informed about the curriculum to be covered in each year group through termly meetings and this information is also on the school web site.

The school holds learning events to support both reading and maths. The school also offers a '6 Weeks In' meeting for the parents of children at Foundation Stage.

5. What support will there be for my child's overall wellbeing?

Medicines are kept in the fridge in the office and administered by the First Aiders. Where necessary an Individual Health Care Plan is written and administered by trained teaching assistants.

The school has 2 trained Learning Mentors who see children individually where emotional wellbeing is creating a barrier to learning. They run small groups for anger management and for challenging times for example transition to secondary school. In these sessions pupils are given the opportunity to share their thoughts and feelings.

The school offers the following support groups

- Rainbows for those children who are experiencing change or loss
- Lunch time clubs for those children who find the playground challenging
- Lego Club again for playtime anxiety

There are trained peer mentors who are on hand to befriend other children. They are also paired up with vulnerable children and, as part of their role, regularly check the playground for children who are feeling isolated. They also help younger children with their reading.

Children with an Education, Health and Care Plan are invited to contribute to the Annual Review.

There is a school Council with representatives from every class.

What specialist services and expertise are available at or accessed by St Wilfrid's?

We have the support of a Speech and Language Specialist Assistant who works under the direction of the Speech and Language Therapist.

Other specialist services can be called on for advice. These include:

The SEND Alliance (the hub at Woodlands Meed)

Educational Psychologist

Child Development Clinic

Child and Adolescent Mental Health Service

Occupational Therapist

Speech and Language Therapist

Support for children with English as an Additional Language. (EMAT)

Inclusion Service to include Social Communication Team

Social Care

Family Link Worker

Think Family

Time4Children

Family Support Network Forum

Smiles and Trials Parents support programme facilitated by the school

7. What training have the staff supporting children and young people with SEN had or are having?

There are a number of TAs and Teachers trained in First Aid and the school ensures one of these members of staff are available both on and off site.

Every member of staff has been trained in child protection procedures.

Staff have received training to ensure a better understanding of Autism, Dyslexia and Attachment theory as well as training to ensure a Communication Friendly classroom.

This training is regularly updated through in-house training.

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

Parents are always consulted regarding school visits and activities. Every effort is made to ensure that every child has access to a full curriculum and this includes any visits and excursions. Where appropriate and where it would benefit the child, the parent is encouraged to join the excursion.

9. How accessible is St Wilfrid's School environment?

All children are included in school trips.

There is a lift to enable children with a disability to travel from the ground floor to the hall. However, there is no access to the upper floor.

We would seek to work with the local authority to source additional equipment where possible.

There is a toilet for the exclusive use of children and adults with a disability.

We try our utmost to communicate with parents whose first language is not English.

10. How will St Wilfrid's prepare and support my child to join the school or transfer to a new school?

Learning Mentors provide support for transition through groups, extra visits, and transition books. All vulnerable children have transition books to look at over the summer holidays prior to moving to a new year group.

There is a liaison meeting held with the secondary setting to ensure that they have a full and clear understanding of the needs of the child.

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

Support is assigned to pupils based on their specific needs, whether social, emotional or medical.

Resources are allocated within the constraints of the school's budget through assigned resources and organised timetables.

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

Discussions are held between the SENCO, class teacher and the Senior Leadership Team. The impact is assessed through scrutiny of progress levels. The Inclusion Service and other professionals are also involved in this process. School staff will use their professional judgement and will involve the parents through regular meetings in order to ensure that appropriate interventions are used to support the child.

13. How are parents involved at St Wilfrid's? How can I be involved?

Parents are involved through regular meetings with school staff. Appointments can be arranged with the class teacher by contacting the school office.

14. Who can I contact for further information?

Parent Partnership Service: parent.partnership@westsussex.gov.uk

West Sussex Parent Carer Forum <http:wspcf.co.uk>

West Sussex Local Offer

www.westsussex.gov.uk/learning/special_educational_needs/local_offer_coming_soon.aspx