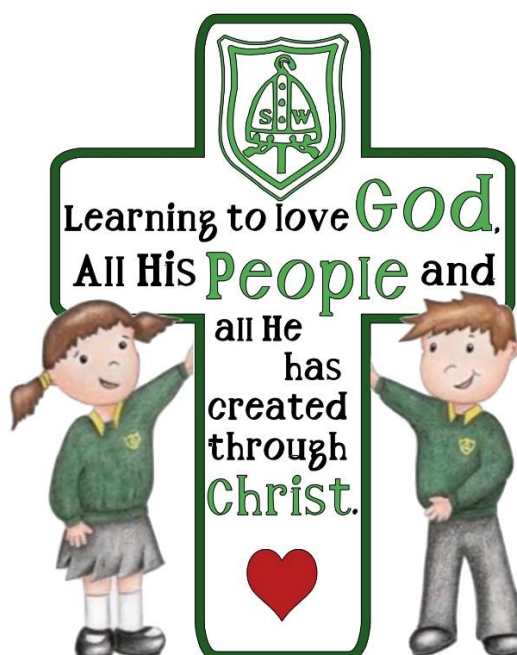


SEND Information Report May 2026

OUR SCHOOL ETHOS

As a Roman Catholic School we promote the Gospel Values of Love and Forgiveness through everything we do, these are highlighted in our School Prayer.

Our school ethos centres around loving God, each other and all creation.



Our school will be a safe and happy place where all can flourish and learn through shared values, mutual respect and enriching experiences encouraging everyone to be the best they can be.

UNICEF Rights of the Child Article 12

Children have the right to give their opinion, and for adults to listen and take it seriously.

UNICEF Rights of the Child Article 23

Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.

UNICEF Rights of the Child Article 28

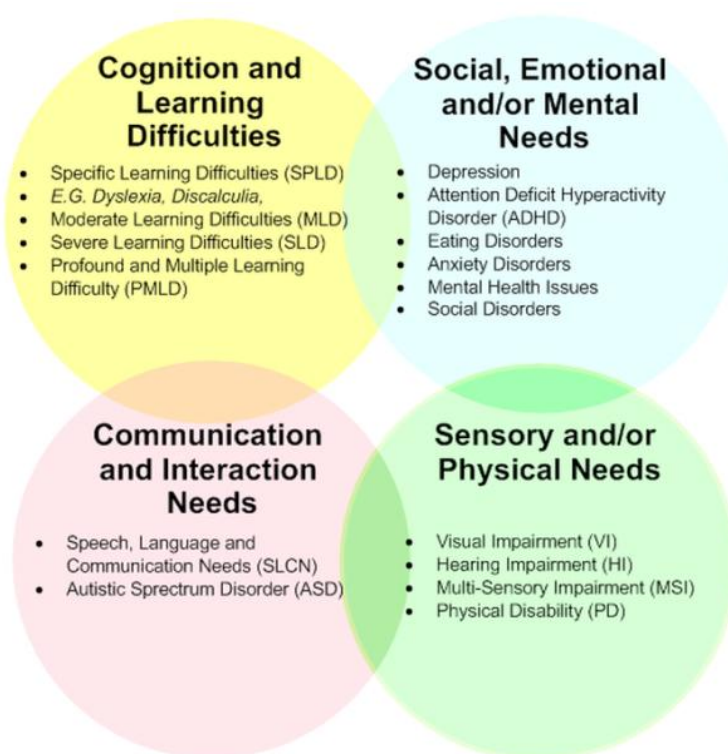
Children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.

We have achieved UNICEF's Rights Respecting Schools Award Level 1 (May 2017). We have embedded a Gospel Values education into our school ethos. All our children are taught about agreed values such as respect, tolerance, peace, forgiveness and determination. Our children are taught how these values feel, look and what they mean. We believe it is important for our children to gain personal and social education for their futures in society.

What kinds of special educational needs do we provide for?

These 4 broad areas in the diagram below give an overview of the range of needs that may be planned for within lessons, extra support sessions and interventions. Some of these needs can be met through in-school provision alone and some would require additional support and specialist advice. For some high need provisions, a child may be issued with an EHC – Education, Health and Care Plan.

Where the needs are high and complex, would usually involve collaboration between several agencies including school and health. This type of provision is usually co-ordinated by the Local Authority SEN team.



How do we identify a child with SEND and how do we assess their needs?

There are a range of SEND needs: Cognition and Learning Difficulties; Communication and Interaction needs; sensory and/or physical needs; social, emotional and/or mental needs.

There are a wide range of assessments dependent upon the area of need. School buys into an Educational Psychology service which can assess and support needs in the area of cognition and learning difficulties. Referrals are made to Medical and Health services such as the School Nurse, Speech and Language Service and CAMHS for needs linked to the other areas of need.

Pupils may enter school with SEND needs already identified by other agencies such as nurseries or health agencies. We also carry out a range of baseline assessments on entry to Reception, which can help us identify a child with SEND.

Another way in which we identify pupils with SEND is through our ongoing tracking systems. The views and observations of parents are also a valuable way of supporting identification of SEND.

Children with cognition and learning needs or specific difficulties needing 1-1 support will be given an SEN Support Plan. These are individual pupil learning plans with targets set regularly to move learning and progress forwards in achievable and measurable steps. They involve assessment and target setting with a review held each term. Parents and children are involved in this process.

Who is the SENDCO and how can parents contact them?

Mrs Cheryl Pemberton, is currently our school Special Educational Needs and Disability Co-ordinator (SENDCo). This means she has additional responsibility for ensuring the provision for children with special needs is effective. She is available through contacting the School Office on 01772 782394.

How do we involve parents and consult with them about their child's education?

School has an open-door policy whereby parents are always welcome. Where there are concerns or questions raised by staff, this will be discussed with parents at a mutually convenient time. Parents are our first 'port of call' when we need to discuss pupil needs.

If a child has a SSP (SEND Support Plan) meetings are held at least termly, where parents and pupils help teachers discuss previous targets and the work/ interventions completed, review progress and set new targets for the coming term. We feel it is important for parents to be involved in this process as they know their child best. It is also an opportunity for us to offer any advice or additional support for parents if that is required.

How do we involve and consult with children about their education?

Depending upon the age and needs of the pupil, we find ways to gather their views and ascertain what they may need support with. Where possible, we work together to identify what challenges a child faces and then set SMART (specific, measurable, attainable, realistic and timely) targets for pupils. It is always desirable for a pupil to be involved as this gives them ownership over their targets and they then know what they are aiming to achieve.

How do we assess and review the progress that children make and how do we involve them and their parents? How do we know if what we provide is effective?

We assess and review the progress of children through a range of formal and informal methods. Informally, teachers and teaching assistants will evaluate progress in lessons as they do all pupils. In addition to this, pupils with SEND will have a written support plan which is accompanied by a support monitoring sheet. Teaching Assistants, working on SMART targets with pupils, will evaluate

a child's progress on this document. The child will always be involved in this process – through informal verbal discussions about their progress.

Written evaluations of support are also reviewed by the class teacher and the Teaching Assistants on a weekly basis. This enables targets to be reviewed and new targets set in a timely manner.

Targets are then more formally reviewed on a termly basis – we try to do this at parents' consultation meetings so that parents can contribute their views and opinions on how much progress their child has made. If a child has an EHC, then there will be a formal annual review to which any agencies who are involved with supporting the child are invited along with the parents and the pupil.

It is also the SENDCo's responsibility to monitor the quality of the delivery of the interventions and the support given to pupils in lessons and to check the effectiveness and impact on pupil progress through observations and regular environment checks.

The progress of pupils with SEND is also tracked and evaluated in regular pupil progress meetings chaired by the Headteacher and including the SENDCo and class teacher. Here we discuss the progress of each pupil and ensure that the provisions which are in place are effective. If we feel a child is not making appropriate progress, we will quickly review the quality of the provision and if necessary make adjustments until we are satisfied.

The SENDCo also provides regular reports about provision for pupils with SEND to the SEN Governor, who reports to the Full Governing Body. This is part of the monitoring schedule of the Senior Leadership Team and is designed to ensure that pupils with SEND make the same rates of progress as all pupils in school.

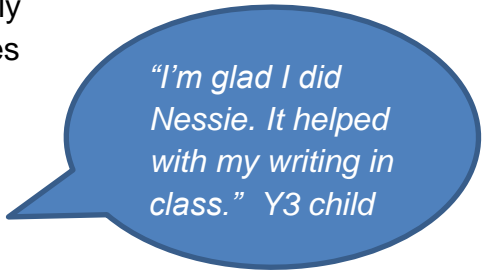
How do we support our pupils with SEND as they move on to high school or move to another school?

Transition meetings are held with relevant high schools and additional visits are facilitated during Year 6 for some pupils to ensure a smooth transition, where this is identified through the regular review meetings with pupils and their parents. The SENDCo will ensure that she has formal and regular communication with the SENDCo of the receiving school before, during and following transition to facilitate a smooth transfer for the pupil. Relevant information is shared with high schools to ensure success for our pupils as they continue on their journey.

Should a child move to another school during the primary phase of their education, contact will be made and the relevant documentation will be shared in order to support the new school in quickly being able to become familiar with and successfully support the pupil.

What is our approach to teaching children with SEND?

We have an inclusive approach to teaching pupils with SEND. All our children receive quality first teaching. Our first approach is that children with SEND will be taught within their class setting. Wherever possible, they access their learning through an appropriately differentiated curriculum. This means that lessons, tasks and activities are tailored to the individual needs of pupils. There may also be adjustments to the learning environment. This could be something as simple as the provision of a coloured overlay for a child with a visual impairment or a writing board for a child who has difficulties with fine motor skills. However, in today's educational climate of children with complex additional needs being educated in mainstream and not specialist schools, we realise that there are times when some children will not cope in our mainstream classes. Therefore, St Wilfrid's runs an in-house SEND HUB called Caterpillar Class. This is managed by the SENDCo in conjunction with a dedicated HLTA Manager and other Teaching Assistants. Some children access this provision for part of the day, eg for sensory circuits at start of morning and/or afternoon sessions, others for longer periods. Where possible, Caterpillar Class children are integrated back into their year group class as much as possible.



*"I'm glad I did
Nessie. It helped
with my writing in
class." Y3 child*

We are fortunate to have full-time teaching assistant support in every class and we also employ additional TAs for pupils who may require more intensive 1-1 support in some classes. The main role of the TA is to support children in class as directed by the teacher and to run identified interventions with small groups or 1-1, helping children accelerate their learning.

These interventions may include Nessie (dyslexia), Clever fingers (fine motor skills programmes), NELI (Nuffield Early Language Intervention), memory skill programmes, speech and language programmes and social skills groups. These and other appropriate interventions are used to target the specific skills pupils require help with. The interventions may take place in or outside the classroom, in a small group or individually.

Our children enjoy and appreciate the interventions they complete.

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

All our staff undertake regular professional training in order to carry out their role effectively. In addition to weekly staff briefings and meetings, regular Key Stage meetings are held, chaired by the KS1 and KS2 to ensure all staff are fully up to date with pupils' needs and with the statutory obligations outlined in the Code of Practice (2015).

The SENDCo attends regular meetings to keep up to date with research, legislation changes, available resources and specific needs training. Staff access specific needs CPD if appropriate for their development and to support a child(ren) in their class. We gain a lot of support from our Educational Psychologists who create action plans with staff and provide strategies to be used in the classroom. Should staff need training to support a specific need; this will be identified in discussion with the SENDCo.

For the next school year 2026-27, we have purchased a portfolio of Aspire Behaviour Management online learning courses for use by any of our staff. Topics include, ASD, ADHD, Attachment, Trauma and Behaviour and many more.

The Local Authority also has a traded team of specialist teachers which can be accessed when more expert help and advice is needed. We also have a named Local Authority SEND Officer with who we can discuss the needs of individual pupils.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

Where necessary, specialised help and advice is sought to meet the needs of our children. This may be from the Local Authority, Speech and Language Therapists or other independent organisations. For the next school year 2026-27, we have employed a specialist Speech and Language Therapist from Bridge Therapy Services who will advise and train our existing staff in meeting the needs of children with speech and language difficulties.

We also have a named School Nurse who works with us to ensure medical needs are appropriately provided for and therefore do not prevent our children from safely and happily taking a full part in school life.

We also have a Designated Senior Lead (DSL) for Safeguarding and Child Protection who is our Headteacher, Mr McHugh. Both the SENDCo, Mrs Pemberton, and our Deputy Headteacher, Miss Beresford, are also trained DSLs. If needed, a wider range of support services can be accessed through an Early Health Assessment (EHA) and Team Around the Family (TAF) process if a child has an unmet need.

How are children with SEND enabled to take part in all the activities available at school?

We give equal access to all aspects of school life through academic, social and practical experiences to every pupil. We strive to provide all our pupils, regardless of SEND, with experiences and opportunities beyond the expected and we build on the strengths, achievements and interests of each child. Where needed, school will provide additional support, to ensure children with SEND are given every opportunity to access our full curriculum. For example, we send additional Teaching Assistants on our class trips to provide 1:1 support for children from our SEND HUB to ensure they can take part on such trips alongside their peers.

How do we support children with emotional and behavioural difficulties?

Pupils with emotional and behaviour difficulties are supported through our collaboration between the Class teacher, TAs and SENDCo. Pupils accessing support for emotional and behavioural difficulties are monitored closely in partnership with parents.

Further support from specialists would be sought if appropriate, including specialist teachers and parenting support. It is important to us that all our children feel safe, happy and secure and we work tirelessly with families to ensure this. Children may be given a pastoral plan if this is necessary,

supporting children with specific strategies, group or 1-1 interventions and resources to help them with their difficulties. This now includes access to sensory circuit work in our SEND HUB as needed.

School also keeps a record through Behaviour Incident Logs for identified children in need to see if we can build up a pattern of behaviour, to try to identify and reduce potential triggers and to reflect and improve upon our existing policies and practices.

As part of Lancashire District 6 we follow the DG6 approach and can access support from the Local Authority;

District 6 Inclusion Hub will use its surplus funding to fund targeted interventions including Team Teach and Thrive training for staff, the Bridge Project for Year 6 transition, and BEHAVE training and crisis support for EYFS children from LCC. These investments directly address social, emotional, and behavioural needs identified through local data, aiming to reduce suspensions and permanent exclusions by equipping schools with sustainable skills and accredited strategies.

For 2026/27, District 6 is bidding for £176,356 to deliver a comprehensive programme of early intervention, behaviour support, and crisis management across Preston's schools. The plan includes the REACH Behaviour package (£75,810), providing specialist outreach, weekly drop-in sessions, staff training, and crisis support to manage challenging behaviours before they escalate. Additional funding will support GHIST/PRU referral placements (£51,978), crisis support for urgent cases (£40,000), the McMullen Project for family-focused therapeutic support (£2,568), and the Bridge Project for Year 6 transition (£6,108). The proposal also covers further Thrive and Team Teach training, a district-wide Inclusion Hub Conference (£6,000), and ongoing staff wellbeing and collaborative support. These interventions are designed to reduce suspensions and exclusions, improve pupil outcomes, and deliver significant cost savings to the local authority by preventing costly placements in alternative or specialist provision. The approach is evidence-led, with measurable reductions in permanent exclusions already achieved, and is underpinned by strong professional networks and a commitment to inclusive practice.

In the past school year, we have accessed this funding utilising GHIST support for both an individual Looked After Child who was at risk of exclusion and a cohort within school where a number of children need support around improving their behaviour.

How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

Our school has a positive behaviour policy, where children are encouraged to show respect and make the correct choices for their behaviour. We actively encourage children to 'say no to bullies' and tell/share any concerns. Within the PSHE curriculum we address areas such as this and work on respect and relationships to prevent issues developing. School has a 'worries' box in the form of 'Worry Wilf' and children are taught that the Headteacher/SENCO will be the only person who reads their concerns. Often, concerns around bullying can be easily resolved but they are always taken seriously. We work with the child and their parent to clarify the nature of any bullying and ensure that we put strategies in place which are designed to help resolve any issues. In addition to the work of Headteacher/SENCo, class staff are able to support with any issues pupils with SEND may be experiencing in respect of relationships with others.

If bullying is identified, then we have a full range of sanctions and support open to us which are detailed in our Behaviour Policy and our Anti-Bullying Policy. These policies are available on our website under the Policies & Procedures section on the School Information tab.

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

For any children who are 'looked after by the authority' we work collaboratively with a named Social Worker to identify the strengths and areas of support that the child may need via a PEP plan. This plan will be personal to the needs of the child and may involve learning support or pastoral support or both. There are regular PEP reviews, chaired by Children's Social Care. The SENCo/Headteacher will attend these reviews on behalf of the school.

What if I have any questions or concerns? What if I want to make a complaint?

If you have any concerns about the provision provided please speak, in the first instance, to the class teacher and then the SENCo/Headteacher.

If you feel that your concern has not be adequately addressed then we have a complaints procedure. A copy of this procedure is available on our school website again under the Policies & procedures section on the School Information tab.

Where will I find a copy of the school's Local Offer?

The school's local offer can be found on our school website. It is in the SEND section on the School Information tab. Please click on www.stwilfridsrcprimary.co.uk/ or type in this link to visit our website.

Where can I find information on the authority's Local Offer?

For further information about Lancashire Local Authority's Local Offer for SEND, please see www.lancashire.gov.uk/SEND