

SEND Information Report



St Winifred's RC Primary

Written by:	Ratified by:	Review date:
Miss Freya Wildgoose (SENDCo) Mrs Alicia Duffy (Headteacher)		July 2026

1. OUR ETHOS

At St Winifred's, all children are entitled to an education that enables them to make progress so that they can:

- Achieve their best;
- Become confident, resilient individuals;
- Make successful transitions to their next stage of schooling and ultimately into adulthood.

Every teacher is a teacher of every child including those with SEND. We recognise that it is the class teacher's responsibility to meet the needs of all children in their care and the majority of pupils will have their needs met through:

- High quality teaching and learning strategies;
- Adaptations to teaching approaches and effective modelling/scaffolding;
- Adaptations to classroom organisation and teaching materials; and/or provision

2. AIMS AND OBJECTIVES

- To value all the pupils at our school equally and hold the child at the centre;
- To ensure a supportive learning environment for all our children and to respond early and appropriately to their needs, working closely with the family;
- To ensure that all pupils have equal access to high quality teaching through a broad, balanced, creatively themed curriculum which is carefully differentiated to meet individual needs and abilities;
- For all teachers and support staff to recognise and meet the needs of all pupils;
- To offer high quality support to ensure that all needs are met;
- To maximise the opportunities for pupils with SEND to join in with all the activities of the school;
- To celebrate what children can do and to foster the success and achievement of all;
- To seek the views of the child and place these at the heart;
- To acknowledge and draw on parental knowledge and expertise in relation to their child and maintain close liaisons with the child's parents / carers;
- To set out an approach which encourages active, regular communication between all those concerned – pupils, parents/carers, teachers, support staff, specialist staff and other agencies.

3. ROLES AND RESPONSIBILITIES

This policy will contribute to achieving the objectives above by ensuring that provision for pupils with Special Educational Needs is a matter for the whole school. It will also ensure that provision for pupils with SEND is part of the continuous cycle of the graduated approach (assess, plan, do, review).

The Special Educational Needs Co-ordinator (SENCO)

The Special Educational Needs Co-ordinator (SENCO) is Miss Freya Wildgoose.

Freya has been a qualified teacher since 2016 and is completing the National Award for Special Educational Needs Co-ordination NPQ this year (2024-2026). She has been at St Winifred's since September 2024, but has worked in 3 other settings during her teaching career. She was a part of the middle management team in her previous setting and has shadowed the SENCo. She has been awarded NPQLBC and NPQLT.

Her specific SEND responsibilities include:

- Overseeing the day to day operation and implementation of the school's SEND policy
- Co-ordinating the provision for children with SEND
- Maintaining the SEND register as a current document and managing the records of all children with SEND
- Liaising with the SLT and the SEND Governor
- Liaising with parents and carers of children with SEND regarding support and strategies
- Contributing to the professional development of staff
- Supporting staff with their SEND code of practice duties
- Acting as a link with external agencies and other support agencies
- Monitoring and evaluating the special educational needs and disabilities provision and reporting to the board of governors
- Co-ordination, monitoring and reviewing the range and delivery of interventions to support identified pupils
- Contributing to raising the standard of teaching, learning and attainment for all SEND children in the school
- Making relevant applications for Exceptional Needs Funding and Educational Health Care Plans
- Attending SENCO cluster group who meet regularly to share good practice and to support each other.
- Attending local authority and academy trust meetings to keep up to date with changes within SEND local and nationally.

Speech and Language

Alana Hargreaves (LA SALT) is our specialist speech and language therapist.

Alana visits St Winifred's twice a half term and Nicole visits once a week.

Their responsibilities include:

- Assessing referred children and writing up progress reports for those children
- Train staff on methods of intervention
- Liaise with the SENDCo the provision and environment for communication and interaction needs.
- When needed, writing and facilitating speech and language plans and sends them to the SENDCo to distribute to class teachers.

Governing Body

Governors have an important statutory duty towards pupils with special educational needs and disabilities. They need to ensure that the school's policy and procedures for SEND are in accordance with the Code of Practice. Clare Downing is the

governor with specific responsibility for SEND. Clare meets regularly with the SENCO, provides termly updates and an annual report for the governing body.

Teaching Staff

All teachers are aware of the procedures for identifying, assessing and making provision for children with SEND. Inclusion is a key element within the school and all teachers know to adapt their curriculum to meet every child's needs. Teachers know that they 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 staff*" (6.36 DfE SEND Code of Practice 2014). These responsibilities include:

- Ensure early identification of special educational needs, barriers to learning, or appropriate interventions and actions (eg 'graduated approach', 'SEN support') in consultation with the SENCO;
- Have full knowledge of children's/young people's 'SEN support' or Education, Health and Care Plans
- Provide access to a broad and balanced curriculum for all children
- Understand and provide 'high quality teaching'
- Have appropriate high expectations based on assessment
- Assume responsibility and accountability for their learning, progress and development
- Maintain responsibility for working with them on a daily basis, even when interventions involve group or one-to-one teaching/support away from the main class
- Regularly assess, monitor and review their progress (academic and social-emotional) during the course of the year with a view to ensuring the ultimate outcome of 'a successful transition to adult life'
- Have a secure knowledge of barriers to learning
- Plan lessons showing clear adaptations
- Adhering to the assess, plan, do and review approach
- To use SEN Support plans, one page profiles and EHCPs as working documents
- To carry out continuous assessment for all pupils
- To regularly communicate with parents/guardians on their child's progress, barriers and successes

Teaching Assistants (TAs) working directly with children with SEND

Learning Support Assistants work under the guidance of the Class Teacher and SENCO to provide day-to-day SEND provision and support. These LSAs will:

- Ensure that the child who they are supporting has full access to learning opportunities;
- Maintain high expectations for the child they are supporting;
- Ensure that they are fully aware of the child's strengths and difficulties;
- Ensure that they are fully aware of agreed outcomes, short term targets and provision in place from class teacher;

- Attend regular review meetings as appropriate;
- Work closely with the SENCO and any specialists working with the child for updates and assessments;
- Attend regular training sessions where appropriate;
- Maintain any necessary records and/or collect evidence to track the effectiveness of provisions in place;
- Review progress of provision and adaptations with class teacher;
- Ensure good links with other members of staff who are working to support the child.

4. IDENTIFICATION OF Special Educational Needs or Disability (SEND)

A child has special educational needs or disability if he/she has a:

- a) Significantly greater difficulty in learning than the majority of children of the same age
- or
- b) Disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the LA.

'The child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' Children and Families Act 2014

The four main areas of need are:

1. Communication and interaction (Speech and language difficulties and children on the autistic spectrum continuum)
2. Cognition and learning (General and specific learning difficulties)
3. Social, mental and emotional health
4. Sensory and/or physical impairment (Hearing impairment, visual impairment, physical and co-ordination difficulties)

Should a teacher identify concerns they will

- Speak with the parents/ carers at the earliest opportunity.
- Raise concerns with the SENCO, using a 'SENCo communication form' (which can be found in the staffroom and on shared drive in SENCO folder).

The SENCO may then

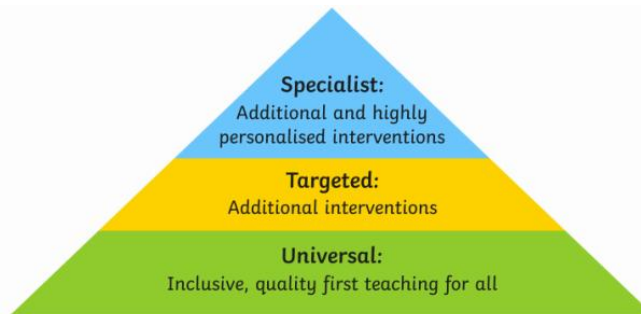
- Have discussions with class teacher and parents/ carers
- Observe the child
- Carry out appropriate assessments
- Recommend support to address the concerns
- When appropriate, suggest a SEN Support plan or referral to inclusion team
- When appropriate, refer to a specialist
- When appropriate, sign post parents/ carers to additional support from other agencies and/or local authority padlets.

See Appendix B for St Winifred's SEND pathway.

5. PROVISION FOR PUPILS WITH SEND

A Graduated Response

In line with the Code of Practice (2014), we make a graduated response using the 3 wave intervention model



Universal- Quality First Teaching (QFT)

We aim to provide high-quality whole class teaching that takes account of all learners' needs and prior learning. This teaching is clearly planned and matched to the learning of all children to help them make progress.

We aim to use a combination of the following types of modification in the classroom to meet the individual needs of SEND pupils.

- Different levels of the same work
- Different approaches (individual, paired and group work)
- Different expectations of groups
- Different learning outcomes for groups
- Providing some adult support (make sure if using additional adults, that teachers also work with children who need support)
- Recording in different ways
- Repeating instructions for certain groups/individuals
- Breaking information down into smaller more manageable 'chunks'
- Providing visual, verbal, concrete or written scaffolds
- Providing different resources to support the work
- Suggesting different ways into a task (aural, visual, practical)
- Providing a reader or a scribe
- Having homework instructions printed out to avoid copying at speed
- Pupils working in different ability groups for certain tasks

Targeted Level 1 - Interventions and One Page Profiles

Teachers will identify children who continue to need further support in certain areas. These children will be identified using assessment data and professional judgement.

Teachers may

- Consult with the SENCo for advice
- Provide additional adult support in identified areas

- Provide small group booster sessions, facilitated by class teacher or Teaching Assistant – monitored by class teacher
- Adapt teaching materials to meet the individual needs within the classroom.
- Utilise adults to assist with learning (teachers, TA's, external agencies such as SALT therapists)
- A one page profile may be made after initial meeting with parents. These will be reviewed termly.

Targeted Level 2 – SEN Support (involving addition to SEND register: Wave 3) and targeted interventions

Teachers will identify those children whose needs continue to require more intensive support and will liaise with parents/ carers and the SENCO regarding these needs. Please note: Parents/carers will be involved in discussions prior to a pupil being placed on SEN Support

At this stage the SENCO may suggest

- A SEN Support plan (involving addition to SEND register)
- Standardised assessments – facilitated by SENCO or class teacher.
- Targeted interventions, facilitated by class teacher or teaching assistant – monitored by SENCO and SLT.
- Involving other professionals in order to provide specialist assessments and give advice on specific strategies, programmes and materials such as the inclusion team, SALT and primary jigsaw.
- An ECHNA request may be written by the SENDCo if the strategies from all levels do not meet the needs of the child.
- Specialist interventions should be outlined as a part of their support plans.

5b. Classroom Provision and Adaptations

Teachers know that all children in their class are entitled to succeed. All staff know that every child learns at their own pace, and adaptations need to be made to make sure that every child has the same opportunities per the SEND Code of Practice. In this policy, non-negotiables for SEND friendly learning environments and adaptations will be outlined. These non-negotiables will be under constant review by the SENDCo, SLT and Headteacher.

Seating

- Ensure that any physical needs ie. Hearing or vision impairment is reflected in seating plans.
- Consider which pupils would benefit from quieter areas in the classroom.
- Ensure that all children have a view of the board and a view of the teacher.
- Consider supportive pairings in seating plan.

Communication/Sensory

- Avoid sensory overload by having busy classrooms. Restrict the use of displays and consider the impact of the display. Avoid bright display backings, opt for natural and light colours.

- Classroom visuals (from class visual packs given in September) to be easily visible, including for those children at the back of the class. These should be displayed vertically.
- Avoid putting too many visuals around the immediate whiteboard area.
- Have an awareness of how the noise level may be difficult for some children when using music/sound in the classroom.
- Use of wigits/visuals to support classroom cues and to support language.

Dyslexia Friendly Strategies

- Avoid using white paper for displays and worksheets (unless outlined in their SEN Support/EHCP for white to be used)
- Consider using dyslexia friendly font such as Arial for own worksheets.

SEMH

- Consistency in zones of regulation displays
- Consider providing quiet areas for pupils to use as a part of their SEMH support and emotional regulation

Visuals

- All staff in October 2024 were given a classroom visual packs which used icons and content from 'Widgit Online'. All staff were given a log in and password to create their own resources which are SEN friendly.
- The visual pack included; a visual timetable, now and next board, traffic lights, behaviour lanyard cards for staff who work with children with complex needs and a working towards star chart. These form a part of our universal offer for SEND.

Teaching and Learning (Adaptations to Practice)

Using the EEF 5 a day principle for scaffolding research. Subject specific scaffolds can be found in the 'Subject scaffolding documents' folder in the SENDCo file and in appendix A.

- Model clear communication – breaking down instructions into smaller steps, using child-friendly vocabulary and allowing processing time when giving instruction and asking questions.
- Establish clear routines within your classroom and any changes to be communicated.
- For specialist and individualised interventions (per the 3-wave intervention model) consider utilising yourselves as teachers to implement some interventions to ensure high quality teaching is given to those targeted children.
- Guided and narrative modelling (thinking out loud) and breaking down learning into smaller chunks.
- I do, we do, you do model strategy with groups to promote independence and child input
- Utilise adults within the room, making sure that support staff do not only target SEND children, teaching input is essential.

- Adapting resources to meet the needs of children with flexible grouping as a response to marking and assessment
- Preparing visual aids and visual/concrete scaffolds before the lesson to promote independence of all children to allow teachers to work with different groups every day. I.e. word banks, widgits, repeated questions, picture prompts. Please see Appendix A for subject specific scaffolds.



6. SEN Support Plans

A SEN Support plan is firmly based on the process of 'Assess, Plan, Do, and Review' (as outlined in The Code of Practice, 2014). It is a school-based document that outlines the learning steps and resources needed for specific individuals who need SEN support. It is reviewed and updated every term by class teachers (support staff may contribute to this) and is moderated by the SENCo. Parents will be given a copy and an optional meeting will be had to review each term.

Review process

- Teachers will review the targets from the current cycle.
- The updated plans will then be overseen and checked by the SENCo
- A meeting will be had with teacher, SENCo and parents/carers if they can attend. New targets for the next cycle will be discussed at the meeting. The aim is to have an open discussion and to form a team around the child, everyone needs to be heard.
- After the meeting, teachers will have time to type up the targets agreed for the next cycle (2-3 weeks). This will be in advance to the next cycle in order to give implementation time before the new term.

7. Education and Health Care Plans (EHCP)

A few children, with very complex needs, meet the criteria for an Education and Health Care Plan (EHCP). An EHCP is a statutory document outlining the specific needs of the child and intensive support required to meet these needs. It is written in collaboration with the family, school, outside agencies and the local authority. It is a document that can be maintained for the child between the ages of 0- 25 years – being reviewed annually.

Depending on the level of banding, the EHCP may have additional funding attached. An EHCP isn't always required with a doctor's or expert's diagnosis of an additional need. The school have to follow a process for a child to be given an EHCP and one should not be recommended by a member of staff to a parent/carer.

8. FAQs

How will the curriculum meet my child's needs?

- We have high expectations for all of children, particularly children with SEND. We will support them to strive to achieve their potential.
- When a child has been identified as having SEN, their work and support will be differentiated by the class teacher to enable them to access the curriculum. For some children with complex needs, this could include a personalised timetable to accommodate additional interventions, provision and support that they need.
- Teachers will use the universal offer toolkit to help to adapt the learning environment, scaffold learning and support your child with quality first teaching strategies. This will be monitored continuously and these strategies will be trialled for at least 3 weeks at a time.
- If a child has been monitored over 2 terms and progress through universal provision has not been made, a SEN Support Plan will be created collaboratively with parents/carers and the child. Targets will be set according to their area of need. The outcomes will be monitored by the class teacher and reviewed during the year with parents/carers and the child

How will I be involved in the process and who can I speak to?

- We strive for a holistic approach at St Winifred's, meaning we want parents to be included every step of the way.
- Any initial concerns should be discussed with the class teacher, and this will start the SEND pathway and monitoring process. The SENDCo will be notified and will oversee this with the class teacher.
- Parents will be able to discuss their child's progress through parent's evening meeting SEN review meetings (for SEN support/EHCP children every term)
- Your first port of call should be your child's class teacher. As they know your child best. If you still have concerns following discussion with the class teacher please contact the SENDCo.

How are decisions made about the level of support my child needs?

- All decisions are made collaboratively between the child, parents/carers, school staff and external agencies to ensure the best outcomes for the child.
- The class teacher and SENDCo regularly discuss the child's needs and the support that would best enable them to learn.
- Different children require different levels of support and these can be quite specific to individuals. For example, a specific diagnosis (i.e. ADHD, Autism) will present differently in every individual, and each individual will require different levels of need and support.

- Decisions are based upon ongoing formative assessments and reviews, external agency assessment and observations from the School Inclusion Team.

What support do school offer to support my child's wellbeing?

- Our Jigsaw curriculum teaches children about regulation, inclusion and celebrating differences. Teacher have the freedom to teach personalised Jigsaw lessons when needed, such as anxiety coping strategies and understanding feelings and emotions.
- Once a concern has been shared with the class teacher, they will adapt their provision through the Universal Offer document for SEMH needs to monitor. If there is no progress against these (timeframe will vary from case to case) then a referral can be made to the Pastoral Lead (Miss Rolland)
- Members of staff such as the class teacher, Miss Rolland (Pastoral Lead), Miss Wildgoose, Mrs Bird and Mrs Duffy are readily available for children and their parents who wish to discuss issues and concerns.
- Specialised support for some children is available through Primary Jigsaw. This can include one to one support for a number of sessions, normally taking place within the school day, along with support and advice for parents and carers. Referrals can be made through the SENDCo.

What external agencies are available to support my child in school and at home?

- School Nurse
- Stockport Inclusion Services
- Speech and Language Therapists
- Occupational Therapists
- Sensory Support Service
- Primary Jigsaw
- ND team
- Ethnic Diversity Services
- CAMHS

What training are staff having/had to support their own professional development in inclusive practice?

- All teaching staff have had training from the Stockport Inclusion Services around adapting learning to meet needs of pupils (using 5 a day research)
- Mr Hanvey (computing lead) is undergoing training for adaptive technology.
- All teaching assistants have had training from SALT and Miss Wildgoose around speech and language and delivering high quality interventions.

- Early Years staff have had training from SHAPPES (Stockport) around strong starts in early years, focusing on the importance of fine and gross motor skills.
- Some staff have had training from Stockport Occupational Therapy team around “motor skills united” intervention.
- Early Years staff have attended Wellcomm training.
- Some support staff have had Lego Therapy training
- From September 2025, a member of staff will start the ELSA programme (emotional literacy).
- From September 2025, all teaching staff will be working closely with Emmaus to continue developing SEND provision through high quality first teaching programme.
- Miss Wildgoose attends termly training from both Emmaus and Stockport LA.

Interpretation

Any reference to a statute, statutory guidance and any other document shall be construed as a reference to that statute as amended or re-enacted and to the current edition or replacement of that statutory guidance or other document

APPENDIX A: SUBJECT SPECIFIC SCAFFOLDING SHEETS

Teachers to use these when planning lessons to adapt teaching and learning to meet the needs of all of our pupils. Designed and distributed to staff and subject leaders by the SENDCo in November 2024.

APPENDIX B: PATHWAY FOR SEND AT ST WINIFRED’S