



**St. Wilfrid's
Church of England
Primary Academy**

Executive Headteacher: Mr S. Colothan



Special Educational Needs Information Report

2025 -26

'I can do all things through Christ who strengthens me.'

Phillippians 4:13

At St Wilfrid's Church of England Primary Academy, we aim to meet every child's needs and help them to achieve to the best of their ability. St Wilfrid's is a mainstream school that aims to provide learning that is inclusive and accessible.

Who to Contact Summary:

Role	Contact Person	Responsibility	Availability/First Contact
First point of contact	Class Teacher (for day-to-day progress and concerns)	Share information about how your child is doing academically, socially, and emotionally.	On the door (EYFS & KS1) or by email to the school office for a phone call or appointment enquiries@saintwilfrids.wigan.sch.uk Tel: 01257 423992
Phase Leaders:	Early Years (Nursery & Rec) Mrs Kate Newman KS1 (Y1 & Y2) Mrs Eleanor Chisnall Lower KS2 (Y3 & Y4) Miss Lisa Clayton Upper KS2 (Y5 & Y6) Mrs Emma Prentki	The day to day management of all aspects of their phase, this includes the support for children with SEND .	Phone call or email to the school office enquiries@saintwilfrids.wigan.sch.uk Tel: 01257 423992
SENDCO (Special Educational Needs Coordinator)	Mrs. Kate Newman SENDCO Miss Cowburn (KS2 SENDCo support) Mrs Cunningham (Early Years and KS1 SENDCo support)	Coordinates all support, liaises with external agencies (e.g., Speech and Language Therapy, Educational Psychology). Responsible for the day-to-day management of SEND	Phone call or email to the school office enquiries@saintwilfrids.wigan.sch.uk Tel: 01257 423992
Pastoral/Emotional support	Mrs. Saggerson Pastoral Lead	Addresses emotional and social concerns and works with children and families	Year 3 door in the mornings, phone call or email to the school office enquiries@saintwilfrids.wigan.sch.uk Tel: 01257 423992

Executive Headteacher	Mr. Stuart Colothan	Responsible for the day-to-day management of all school aspects, including SEND	Email to the school office enquiries@saintwilfrids.wigan.sch.uk Tel: 01257 423992
SEND Governor	Rev'd Cath Gabriel	Responsible for monitoring provision, standards, and expenditure, and ensuring necessary support is made for any child with a special need	Provides regular reports to the Local Governing Board

Arrangements for identifying, assessing and making provision for pupils with SEND:

1. How will St Wilfrid's Primary Academy know if my child needs extra help?

It is very important that **SEND** is identified at an early stage. We gather information to support early identification in a variety of ways:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in pupil's behaviour or progress
- your child is working one year below age related expectations
- concerns are raised and shared by a previous setting
- assessment indicates your child meets the criteria for support from an outside agency

Pupil progress meetings are held with Senior Management each term and the progress of all children is discussed. A child may be raised at this meeting or at any other time throughout the year to the **SENDCO**. A graduated approach is in place which follows the asses, plan, do, review approach on a needs led basis.

2. What should I do if I think my child may have special educational needs and needs extra help?

Any concerns or worries should be shared with the class teacher first. The class teacher will share information about how your child is doing academically, socially and emotionally in school.

If you need further support you should make an appointment to see the **SENDCO**, Mrs Newman, who is responsible for co-ordinating the support for children with special needs throughout the school, she is supported in leading **SEND** by Miss Cowburn and Mrs Cunningham. Emotional and social concerns can also be addressed to the Pastoral Lead, Mrs Saggerson.

3. How will school staff support my child?

We use a graduated approach that follows the assess, plan, do, review cycle.

How We Know Your Child Needs Extra Help

It is very important that **SEND** is identified at an early stage. Information is gathered in a variety of ways:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- Your child is working one year below age related expectations.
- Concerns are raised and shared by a previous setting.
- Assessment indicates your child meets the criteria for support from an outside agency.
- The progress of all children is discussed each term in Pupil Progress Meetings with Senior Management.

Individual Education Plans (IEPs)

Every child with identified **SEND** needs has their own **IEP**.

- IEPs outline strategies from Quality First Teaching and 'Wigan Ordinarily Available Practice'.
- 'Smart targets' are written where appropriate, focusing on progress in key areas (learning, behaviour, or social outcomes).
- IEPs are drafted by class teachers after discussing thoughts on learning and needs with your child.
- Parent Involvement: Parents are encouraged to work together with the class teacher on the **IEP**, suggesting targets and strategies that work at home.
- The draft **IEP** is shared with parents at Parents' Evening and can be added to and amended to reflect shared views.

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

We ensure that all children have access to high quality teaching. The class teacher adapts learning to suit the child's individual needs.

Differentiation and Scaffolding Adaptations may include:

- Learning being scaffolded.
- Learning being broken up (chunked) into smaller sections.
- Support through additional teaching aids or resources (e.g., pencil grips, number lines, spelling mats).
- Using flexible groupings in class to provide targeted support on a specific area of need.
- Using scaffolding such as writing frames and explicit instruction for guided practice.
- Some children may have different objectives that focus on learning individual to their needs.
- If your child is not working at the level of the National Curriculum (in KS1 or KS2), B squared can be used to set and show their small step targets.

Interventions and Additional Support

We complement high-quality teaching with carefully selected small group and 1:1 interventions:

- Academic: Essential Letters and Sounds Interventions, booster or catch up classes.
- Communication: Programmes such as Wellcomm and Time to Talk.
- Literacy: Support to access IDL (International Dyslexia Learning) software.

- The teacher will discuss any extra provision with parents and suggest ways to support their child at home.
- Targeted Support: This could include sensory timetables or small group support for gaps in phonic knowledge.

5. How will I know how my child is doing?

Your child's progress will be continually monitored by their class teacher.

Formal Reviews and Progress Tracking

- Progress is formally reviewed with the Deputy Headteacher or Phase Leader every term through pupil progress meetings.
- The **SENDCO** or SLT checks that your child is making good progress in 1:1 work and group interventions.
- IEPs are reviewed with parents and children at least twice a year at Parents' Evening and adapted to reflect changes.
- Your child will receive a school report at the end of each academic year.
- If little or no progress is made, the school will consider further intervention.

Statutory and Specialist Reviews

- Children over five with an Education Health Care Plan (**EHCP**) will have an Annual Review every 11 months.
- Children under five in Early Years on an **EHCP** will have reviews every six months.
- A **Review, Development and Planning (RDP) meeting** is undertaken at the start of the Autumn and Spring terms with the Headteacher, **SENDCO**, and Sycamore **SEND** Support Service or Educational Psychologist to discuss and plan for needs.
- Pupil Views: Children are asked to share their views on their progress using conversations, questionnaires, and 'Talking Mats'.
- Governor Oversight: The **SENDCO** reports to the Governors each year and provides termly updates to the **SEND** Governor, who monitors progress, provision, and expenditure.

6. What support is there for my child's wellbeing?

Internal Expertise and Training

- TAs have different specialisms, including training in Essential Letters and Sounds, ADHD, Autism, and visual needs.
- Whole school training has been delivered on early reading and Emotion Coaching and Autism awareness.
- Identified staff have received training in De-escalation and 'Team Teach', Mental Health, ADHD, and CAMHS led training on attachment.
- The **SENDCO** attends regular cluster and **SEND** Trust meetings.
- Individual teachers and TAs attend training run by outside agencies relevant to the needs of the children in their class.

External Specialist Services Accessed

The school accesses advice and support from various external services:

- **School-Funded:** Educational Psychology Service, Sycamore **SEND** Support.

- **Local Authority:** Sensory Service for children with visual or hearing needs, and Outreach and Inreach services.
- **Health Service:** School Nurse, Occupational Therapy, Physiotherapy, CAMHS, and Speech and Language Therapy.
- Specialist services work with staff in school; for example, Occupational Therapy works with individual TAs to support the development of motor skills.

7. What specialist services and expertise are available at or accessed by the school?

- Whole school teaching staff training has been delivered on early reading as part of our Essential Letters and Sounds training.
- Whole school teaching staff training has been delivered on Emotion Coaching and Autism awareness by the Educational Psychology service with additional top up training delivered to Teachers.
- De-escalation training and sensory sensitivities training for some teachers and TAs
- Sycamore **SEND** Support Service Consultations for teachers focused on the learning or behaviour needs of individuals and meeting the collective needs of multiple individuals in their class.
- Mental Health training for identified staff
- Outreach support from Landgate School for Autism for identified staff
- ADHD training for identified staff
- De-escalation and 'Team Teach' training has been delivered to identified staff
- CAMHS led training on attachment for identified staff
- The **SENDCO** attends regular cluster and **SEND** Trust meetings which provide the most recent information on different aspects of **SEND**.
- Individual teachers and TAs attend training run by outside agencies which are relevant to the needs of the children in their class.
- The speech and language service work in school with staff to ensure a member of staff is trained in the appropriate sounds and programmes that individuals are working on.
- Occupational Therapy work with individual teaching assistants to support the development of motor skills for specific individuals.
- WellComm Intervention training for identified members of staff.
- Yearly Diabetes training and refresher training for identified staff in relevant year groups and additional support staff.

As further support and training needs are identified, school can access training through a variety of providers including the local authority Services for Schools training and Sycamore **SEND** Support.

8. What training have the staff supporting children with SEND had?

St. Wilfrid's is committed to ensuring all staff have the knowledge and skills to support children with Special Educational Needs and Disabilities (**SEND**). Training and professional development have included:

- **Early Reading:** Whole-school training on *Essential Letters and Sounds* to support early literacy development.

- **Emotion Coaching and Autism Awareness:** Whole-school training delivered by the Educational Psychology Service, with additional follow-up sessions for teachers and teaching assistants led by the Sycamore **SEND** Support Service.
- **De-escalation and Sensory Sensitivities:** Training for identified teachers and teaching assistants to support pupils with emotional and sensory needs.
- **Behaviour and Learning Consultations:** Sycamore **SEND** Support Service consultations with teachers to address individual and class-wide learning or behaviour needs.
- **Mental Health:** Training for identified staff to promote emotional wellbeing and early intervention.
- **Autism Support:** Outreach and training from *Landgate School for Autism* for identified staff.
- **ADHD Awareness:** Specialist training for identified teachers and support staff.
- **Team Teach (Positive Handling):** De-escalation and behaviour management training for identified staff.
- **Attachment Awareness:** Training led by *CAMHS* for identified staff to support children with attachment needs.
- **SENDCO Network Links:** The **SENDCO** attends regular cluster and **SEND** Trust meetings to stay up to date with the latest guidance and best practice.
- **Specialist Agency Training:** Individual teachers and teaching assistants attend external training relevant to the specific needs of children in their classes.
- **Speech and Language Support:** The Speech and Language Therapy Service works with staff to train them in delivering speech and language programmes and sound work for identified pupils.
- **Occupational Therapy Support:** Occupational Therapists work directly with teaching assistants to develop motor skills programmes for individual children.
- **WellComm Intervention:** Training for identified staff to support early language development.
- **Medical Needs:** Annual *Diabetes* training and refresher sessions for relevant staff in affected year groups, ensuring safe and effective medical care.

As further support and training needs are identified, school can access training through a variety of providers including the local authority Services for Schools training and Sycamore **SEND** Support.

Inclusion of Pupils:

9. What are the admissions arrangements for children with disabilities?

- The Local Governing Board operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a statement of educational need/Education Health and Care Plan naming the school, the Local Governing Board will allocate places using the criteria. The second priority on the admissions criteria is children with special medical or social circumstances affecting the child where these needs can only be met at this school. Professional supporting evidence from e.g. a doctor, psychologist, social worker is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school in question is the most suitable school and the difficulties which would be caused if the child had to attend another school.

- A copy of the school admissions arrangements is available on the school website in the section 'Information'

10. What steps are taken to prevent disabled pupils from being treated less favourably than other pupils?

- All children have full access to the curriculum including school trips and may be assisted in this by teaching assistants
- Adaptations to the school building and grounds have been made to ensure accessibility.
- Parents of children with specific medical needs are consulted as to how their child's individual needs can be best met and may be invited to accompany their child on school trips or for parts of trips where there is an identified need.
- Feedback from parents following activities and trips is used to inform future planning.
- Risk assessments are carried out for all off site visits. These take into account additional risks posed by different **SEND** needs.
- Outreach support is engaged to ensure staff knowledge enables full differentiation for inclusion
- School provides a breakfast club and after school club This is an additional paid for service. It is inclusive in it's approach but does not offer 1:1 support.
- We ensure clubs are inclusive by offering suitable activities for different age ranges.
- Some of our clubs are age-specific to ensure full enjoyment but, whilst we cannot offer 1:1 support, we ensure that all clubs are inclusive by:
 - Making reasonable adjustments so that a child with any **SEND** including disability can attend
 - Providing equipment that enables pupils to take part
- A copy of the school Equality Scheme and Report is available on the school website in the section 'Information'

11. How accessible is the school?

- All buildings are accessible to children with physical disability via ramps.
- Where new building work has been undertaken advice has been sought to ensure lighting meets the needs of children with visual needs.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision and extra-curricular activities are inclusive in their approach to all children including those with **SEND**, but do not offer 1:1 support
- Visual improvements continue to be made following assessment and consultation with the Sensory support team as appropriate to meet the needs of individual children.
- Disabled showering, changing and toilet facilities are available in KS2 and the swimming pool. KS1 and the administration area share a disabled toilet facility.
- All furniture is of the correct size for the children.
- There is an accessible parking space
- All areas of the school have also been risk assessed.
- A copy of the Accessibility Plan is available on the school website in the section 'Policies'.
- Shared risk assessments are carried out and discussed with parents for children who present with a new physical need.

12. How will the school prepare and support my child when joining the school, transferring between classes and transferring between schools?

We recognise that transitions can be difficult for a child with **SEND** and take steps to ensure that any transition is as smooth as possible.

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Joining or Leaving the School

- **Joining:** There are opportunities at induction meetings for Nursery and Reception to talk with staff. Records from previous schools are received securely using CPOMS.
- **Leaving:** We will contact the new school **SENDCO** and all records (including reports and IEPs) will be passed on securely using CPOMS.

Moving Between Classes (Internal)

- Information will be passed on to the new class teacher, and a **planning meeting will take place**.
- All IEPs will be shared with the new teacher.
- Children will have the opportunity to meet their new teacher.
- Where appropriate, transition booklets are co-produced with the child.
- Year 2 to Year 3: Your child will be involved in a transition that can take place over time, including focused learning and multiple visits to the new classroom.

Transferring to High School (Year 6)

- The Year 6 teacher will liaise with the pastoral care team from the chosen High School.
- If your child has an **EHCP**, the **SENDCO** can invite the High School **SENDCO** to the transitional review in the Autumn term.
- If there is no **EHCP**, the **SENDCO** will contact the High School **SENDCO** to discuss needs.
- Your child will do focused learning about aspects of transition.
- Children frequently access additional transition activities.

13. How is extra support allocated to children?

The school budget includes money for supporting children with **SEND**.

- The Executive Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Executive Headteacher and the **SENDCO** discuss all the information they have about **SEND** in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - any other children who have been identified by parents or other professionals

On the basis of this information they will decide the resources/training and support that is needed.

- All resources/training and support are reviewed regularly and changes made as needed.
- If more than £6000 support is required, an Education, Health and Care Plan can be applied for by the school. Parents wishing to make their own referral should contact their Local Authority and details can be found on the Wigan Local Offer:
<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

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

- These decisions are made in consultation with the class teacher, Senior Leadership Team and any other professionals involved. Decisions are based upon termly tracking of pupil progress or as a result of assessments by outside agencies. Any support provided is reviewed regularly and its impact is measured and evaluated. A review, development and planning meeting is undertaken at the start of the Autumn and Spring terms with the Headteacher, **SENDCO** and Sycamore **SEND** support service or Educational Psychologist to discuss and plan for the needs of the child in the term ahead.
- During their school life, if further concerns are identified, due to a lack of expected progress or concerns about well-being, then other interventions may be arranged.
- In some cases it may be necessary, with parental approval, to seek advice from other professionals. External services may observe or assess a child in school so that they can advise teachers on new targets and strategies to support the child. Their specialist advice is usually in the form of a report, including targets and appropriate strategies, and is shared with parents.

15. How are parents involved in the school? How can I be involved?

- All parents are encouraged to contribute to their child's education.
- The class teacher is available at the end of each day or by appointment if you wish to discuss anything with them.
- Mrs. Saggerson is available on the Year 3 door every morning where parents can drop by informally to 'check in' or request a meeting.
- The **SENDCO** and Phase Leader are available to discuss any concerns by making an appointment at the school office.
- Regular Parents' Evenings are held to enable you to discuss your child's progress with the class teacher.
- Parents are encouraged to work together with the class teacher on their child's **IEP** with suggestions of targets to include and strategies that they feel work and may be in use at home.
- Information from outside agencies will be discussed with you or reports will be sent directly.

Further support for Parents:

Resources and links for parenting support and family activities are available on **the school website** in the 'Parents and Carers' section under 'Family Support and Links' : [St Wilfrid's Church of England Primary Academy: Family Support & Links](#)

Family Hubs: <https://www.wigan.gov.uk/Resident/Education/Family-Hubs/index.aspx>
or contact through Shevington, Standish and Aspull Family Hubs on Facebook

Wigan Local Offer: The Wigan Local Offer (found on the Wigan Council website) gives advice on further support within the authority, including details for making your own **EHCP** referral [SEND Local Offer](#)

Wigan Parent Carer Forum: [Wigan Parent Carer Forum](#)

Wigan Our Town Directory: [Our Town Directory | Special educational needs and disabilities](#)

Sendiass and Embrace: are available for parents to discuss worries or concerns (01942 233323; info@wigansendiass.co.uk) [Wigan SENDIASS](#)

16. Who can I contact for further information?

This report complies with part 3 section 69 of the Children and Families Act 2014, and includes the 'SEN Information' specified in schedule 1 to the [Special Educational Needs and Disability Regulations 2014](#). (Statutory guidance on this is contained in section 6.79 to 6.82 of the [Special educational needs and disability code of practice: 0 to 25 years](#)) and pulls on good practice from the national Association of Special Educational Needs (NASEN).

Glossary of terms:

- **IEP** (Individual Education Plan).
- **SEN** (Special Educational Needs).
- **SENDCo** (Special Educational Needs Coordinator).
- **EHCP** (Education Health Care Plan). **EHC** (Education Health Care).
- **RDP** (Review, Development and Planning meeting).
- **CPOMS** (used for securely receiving and sending records).
- **B squared** (used for setting small step targets when a child is not working at the National Curriculum level).