

Ribchester St Wilfrid's CE Primary School  
SEN Information Report 2025-2026



### **Who is the SENCO and how can you contact them?**

Mrs Elise Lester is our SENCO and can be contacted via email on [e.lester@ribchester-st-wilfrids.lancs.sch.uk](mailto:e.lester@ribchester-st-wilfrids.lancs.sch.uk). Alternatively, an appointment to speak to Mrs Lester can be made via the school office by telephoning 01254878300.

### **What kinds of SEND do we provide for?**

Ribchester St Wilfrid's CE Primary School is a mainstream primary school, welcoming children from pre-school to year 6. We believe that true inclusion means recognising difference and adjusting the environment and support so every child can access learning in a way that works for them.

We provide a personalised response to additional needs across the four broad areas of the SEND Code of Practice:

- **Communication and Interaction** (e.g., speech, language and communication needs; autism).
- **Cognition and Learning** (e.g., dyslexia, dyscalculia; moderate, severe, or specific learning difficulties).
- **Social, Emotional and Mental Health (SEMH)** (e.g., anxiety, ADHD; emotional regulation difficulties).
- **Sensory and/or Physical** (e.g., visual/hearing impairments; physical disabilities; sensory processing needs).

We consider each child's unique profile and may support pupils with needs spanning more than one area.

### **How do we identify pupils with special educational needs and disabilities?**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's policy on Teaching and Learning. We feel it is important to identify pupils with SEND as early as possible and to act upon this to support children to make the best progress possible. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this.

Class teachers discuss any concerns with the SENCo. If further action is deemed necessary, the SENCo and teacher will invite the parent/s in for a meeting.

Pupils are only identified as SEN if they do not make adequate progress following quality first teaching, access to adaptations and interventions. Triggers for identification of special educational needs could be:

- Little or no progress is made when teaching approaches/learning styles are targeted to improve the child's identified area of need.
- The level of learning continues to be significantly below the expected level for a child of a similar age.

- Communication or interaction difficulties which create barriers to learning and specific interventions are needed
- Social, emotional or mental health problems which are not improved by the techniques usually employed in the nurturing environment of the school
- Sensory or physical problems which create barriers to progress despite the provisions of personal aids or specialist equipment.

Once identified as having a special educational need or disability, a child will be added to our SEND record.

Factors, which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010
- Attendance and Punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the understanding that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor.

### **Which staff will support your child?**

The Headteacher is Miss K Isherwood and is responsible for:

- The day to day management of all aspects of the school; this includes the support for pupils with SEND.
- Giving responsibility to the SENCo and class teachers, but still responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Board are kept up to date about issues relating to SEND.

The SEN Governor is Mrs C Smith. She is responsible for:

- Making sure that the necessary is given for any child with SEND who attends the school.

Our SENCo, Mrs Elise Lester, is responsible for:

- Reporting to Governors and for co-ordinating SEND provision across the school, from Pre-School to year 6.
- Attending SEND network meetings on a regular basis.
- Developing and reviews the school's SEND Policy.
- Co-ordinating the support for children with Special Educational Needs or Disabilities.

Our SENCo will ensure you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing
- Holding SEND support meetings
- Liaising with other agencies that may be coming into school to help support your child's learning

- Updating the school's SEND record and making sure that records of your child's progress and needs are kept
- Providing specialist support, strategies and recommendations for teachers and support staff in the school, so that they can help children with SEND to achieve the best progress possible

Class teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need through well adapted lessons, support staff and resources.
- Writing Support Plans and Behaviour Plans and sharing and reviewing these with parents each term and planning for the next term (sooner if required)
- Quality first teaching.
- Ensuring the school's SEND policy is followed in their classroom.
- Ensuring that children receive targeted learning and intervention if and when it is needed.

Teaching Assistants:

We have a team of TAs, including HLTAs (higher level teaching assistants) who are trained to delivered SEND interventions.

### **What should you do if you think your child has SEN?**

If you think your child might have SEN, the first person you should tell is your class teacher. They will pass this information on to our SENCo who will be in touch to discuss your concerns. You can also contact our SENCo directly.

Our SENCo will invite you to a meeting 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 is discussed and add this to your child's record.

### **How will we measure your child's progress and keep you informed?**

To keep parents informed we:

- Produce SEN Support Plans or Behaviour Plans which are discussed between the class teacher, parents, child and if necessary external professionals.
- Assess your child regularly through informal and formal assessments.
- Discuss and review your child's progress at Parents Evening and if necessary review meetings.
- Keep in regular contact via email or Class Dojo.
- Send reports detailing your child's progress over the academic year.

As a school we track and analyse the children's progress in learning against age related expectations on a half termly basis.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods. Pupil Progress Meetings are held each term between the class teacher, SENCO and the Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.

PIVATS 5 is sometimes used to identify a child's strengths and set out small, measurable targets for the child's SEN Support Plan.

For children with an Education, Health and Care Plan (EHCP) an annual review will be carried out. Parents and external agencies are strongly encouraged to attend. Reviews in year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to transfer. Depending on when the annual cycle of reviews falls, an

additional review or an early review may be necessary. A further transition meeting, when a high school has been allocated, will be arranged and the high school SENCO will be invited

### **How will you be involved in decisions made about your child's education?**

Ribchester St Wilfrid's operate an open door policy where parents are welcome to arrange meetings with their child's class teacher to discuss their concerns.

When we assess pupils with SEND:

- We will write and review Support Plans/Behaviour Plans; pupils and parents are involved in the process.
- Support plans/ Behaviour Plans are annotated and updated regularly throughout the year, following feedback from staff, pupils and parents.
- We will provide advice on further activities and resources that can be used to support your child at home, as well as (when appropriate) home learning activities.
- Parents are signposted to any course or events which are relevant to them and their child.
- School operates a website where parents can keep up to date on what's happening in school.
- School can offer help and advice in filling in forms or can refer your child to relevant services.
- School can liaise with your child's GP or medical services

### **How do we support pupils with SEND?**

Once a pupil is identified as having SEND, a SEN Support plan is created by the class teacher, with support from the SENCO. The SEN Support plan identifies termly targets for the child to support their learning.

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. There may be a teaching assistant working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins and is reviewed and updated during termly meetings.

Our SENCO and Head teacher oversee the progress of any child identified as having SEND.

### **How will we support your child and how will the teaching be adapted to meet their needs?**

The SENCO will add your child's name to the Special Educational Needs and Disability register.

We offer a wide ranging curriculum that is adapted by the class teacher to support the specific needs of your child. The class teacher will provide quality first teaching, targeted at each child's needs within the classroom.

Provision for all the children with identified special educational needs in our school is coordinated by the SENCO, who works closely with the class teachers to devise and monitor support for children.

We have Teaching Assistants who work with identified children, either individually or as part of a group, in order to support them to achieve their targets that have been set.

The class teacher will meet with parents to discuss your child's needs, support and progress. We have an open door policy where parents are welcome to discuss concerns regarding their children, should they feel the need.

Your child may have a SEN Support Plan. This will outline the support your child will receive in school.

### **What is our approach to teaching pupils with SEND?**

In accordance with the SEND Code of Practice, 2014, we do everything possible to meet children and young people's SEND requirements. Pupils have access to additional provision

on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including when pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching, which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support does not compensate for a lack of good quality teaching;
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;

When planning learning for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's Pupil Support Plans (PSP) and or Passport for Learning. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

### **How is my child involved in their own learning and decisions made about their education?**

Children are actively encouraged to have their say about the education they receive. Children are encouraged to reflect on their own learning and identify what their next steps might be and set personal targets. We regularly collect and reflect upon pupil views across the curriculum and use these to support children in their learning. Pupils with an EHC Plan reflect on their own progress and identify areas for improvement and how this might be achieved as part of their annual review.

### **How are decisions made about the type and how much support my child will receive?**

We have a budget for SEND that is allocated each financial year. This money is used to provide additional support or resources that have been identified in the child's individual education plan.

Additional provision will be made available if reviews and assessments identify that your child is not making the progress we would expect.

The types of support available may include support from a teaching assistant or specialist input from either an advisory teacher.

Teachers will evaluate and review your child's PSP termly and will discuss, with you, the progress your child has made and if the level of support needs to change.

If, following discussion with yourself, the class teacher and the SENCo, it is agreed that the school cannot meet your child's needs through existing resources an application may be made to the local authority for an Education and Health Care Plan (EHCP).

### **How are the staff in school supported to work with children with special educational needs and what training do they have?**

Our SENCO has completed the National SENCo award.

As a school, we work closely with external agencies that we feel are relevant to supporting individual children's needs within our school, including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), speech and language therapists, occupational and physiotherapist, social workers, educational psychologists and specialist advisory teachers. We have regular training for both teaching and support staff to address the needs of children in our school.

If a child in school has a medical need then specific training from an NHS professional is provided.

### **How do we ensure that your child is included in activities outside the classroom, including physical activities and school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on educational visits. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible. A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

### **What support is there for the overall well-being of SEND pupils?**

The well-being of your child is central to the ethos of our school. We have a nurturing community with a strong Christian ethos and strive to provide a happy, safe and caring environment. All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school worship and an annual visit from the Life Education Bus. The school has Designated Safeguarding Leads to deal with issues of child protection and safeguarding.

School can signpost parents and children to specialist services for social, emotional and behavioural development. All children are encouraged to tell someone if they feel there are any issues, not just impacting on them but on their peers.

### **How will we prepare and support my child when joining the school or transferring to a new school?**

#### *Nursery Transition*

We have close links with the local nursery providers and our staff visit nursery settings prior to children starting in our Reception class so that we can prepare for any specific needs a child may have.

Children are invited to induction visits in the summer term. The Reception class teacher holds a Welcome Meeting in the summer term and then a further meeting in the Autumn term.

Transition booklets are created for children starting school.

#### *Children moving classes*

For children moving between year groups and key stages we have several transition afternoons in the summer term. This allows the children to become familiar with their new teacher, classroom and class peers and routines. Staff will also meet to discuss their classes with the next teacher to ensure a smooth transition.

### *High School Transition*

All children are invited to attend open days at their new school in the Summer Term. Additional visits to their new school can be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the Summer Term; the number of additional visits will depend on the needs of your child. The SENCOs of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with a statement or Education, Health and Care Plan, a more formal Transition Meeting involving all parties will be arranged.

### **What support is in place for looked-after and previously looked-after children?**

Mrs Lester, our SENCO, will 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 for teaching and learning are.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. 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.

### **Where can you find out about other services that might be available for our family and my child?**

Lancashire County Council Website has more information about other services that may be available on their 'local offer'. There is a link to Lancashire's Local Offer and our local offer on the school website.

### **Where can you find information about the school's SEND policy?**

The school's SEN policy can be found on our school website or a copy can be requested from the school office.

If you would like to discuss our SEND provision then please contact our SENCO.