

## Winford C of E Primary School

### SEND Policy & Information Report 2019/20

(October 2020)

**Winford C of E Primary School** is a mainstream, inclusive school providing education for children aged 4-11. We currently have 7 classes, 1 per year group YR to Y6.

At **Winford C of E Primary School** we recognise that there are a number of pupils who may have Special Educational Needs and/or Disabilities (SEND), which can make it harder for them to learn than other children of the same age, and for whom specialist intervention and support may be required.

We welcome, value and respect the achievements of all children. We will always listen to and involve parents and children in the planning and review of their provision.

The purpose of this policy / report is to inform parents and carers about how we welcome, support and make effective provision for children with Special Educational Needs and/or Disabilities (SEND).

**Please also refer to the LSP SEND Policy.**

**The information report explaining how we did this specifically in the year 2019-20 is included.**

#### ➤ How is our school accessible to pupils with SEND?

Our site at Winford has full wheelchair access, a lift to our upstairs classrooms, disabled toilet facilities and a disabled parking bay.

Our school is well resourced with facilities which include:

- Well-equipped classrooms
- Indoor and outdoor learning areas, play areas and quiet areas
- Additional small group teaching rooms
- Spaces for meeting with families and professionals

We ensure that wherever possible equipment provided is accessible for ALL children. Specialist equipment can be ordered for individual pupils if required.

We always try to make alternative provision to enable ALL pupils to access clubs, school trips and residential visits.

**Please also refer to the School Accessibility Plan.**

## ➤ What does 'SEND' mean?

SEND = Special Educational Needs and/or Disabilities

SEND covers a range of different needs, including learning, speech and language, communication, social, emotional, mental health, motor skills, sensory, physical.

Some children may have one specific difficulty or disability, a combination of more than one, or a range of needs. These difficulties can make it harder for them to learn than other children of the same age.

“A child has a special educational need if they have a learning difficulty or disability which requires special educational provision to be made which is **different from** or **additional to** that normally available to pupils of the same age.” *SEND Code of practice 2014*

There are 4 broad areas of need, as defined in the *SEND Code of Practice 2014* :-

### Communication and interaction

- Speech, language and communication needs (SLCN)
- Autistic spectrum disorders (ASD) including Asperger's Syndrome and Autism

### Cognition and learning

- Specific learning difficulties (SpLD), including a range of conditions such as ...
- Dyslexia
- Dyscalculia
- Dyspraxia.
  
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

### Social, emotional and mental health difficulties

This includes disorders such as ...

- Attention deficit disorder (ADD)
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder (AD)

### Sensory and/or physical needs

- Vision impairment (VI)
- Hearing impairment (HI)
- A multi-sensory impairment (MSI)
- A physical disability (PD)

## ➤ How does our school make provision for children with SEND?

We follow the full EYFS and National Curriculum 2014. Through this we provide exciting, purposeful learning which is designed to meet the individual needs, levels and interests of all children in a safe, stimulating and nurturing environment. We use a number of individual and group interventions to support learning.

In addition to the learning provision, there is also support available for children who have social or emotional needs or difficulties. Staff may work with individuals or groups using resources to help explore emotions, worries, friendships and social skills.

Children with SEND are supported in a variety of ways, depending on their needs. Our staff are experienced in dealing with a range of SEND and where training is needed it is provided through school INSET or sought externally.

As an inclusive **School** we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with :-

- Down's Syndrome
- Dyslexia
- Dyscalculia
- Dyspraxia
- Autistic Spectrum Disorders (ASD)
- ADHD
- Attachment Disorder
- Cerebral Palsy

**In the year 2019-20 we have provided for 24 children with SEND across the School, including 3 children with EHCPs and Top-Up Funding (TUF), and 2 other children with TUF only.**

**In the year 2019-20 we have made provision for children with ...**

- **Moderate Learning Difficulties - 1 pupil**
- **Specific Learning Difficulties (including Dyslexia / Dyscalculia) - 8 pupils**
- **Speech, Language and Communication Difficulties (including ASD) - 9 pupils**
- **Social, Emotional and Mental Health Needs (including ADHD) - 6 pupils**
- **Physical / Sensory Difficulties (including Cerebral Palsy) - 1 pupil**

**(It should be noted that some of these pupils have difficulties in more than 1 area, and so are included more than once above.)**

- **How does our school know if children need extra support?**
- **How is a specific need identified?**

We constantly monitor children's progress to ensure we are meeting their needs.

We do this through :-

- Daily observations, feedback and conversations with children
- Termly assessment of children's academic levels in reading, writing and mathematics
- Regular reviews of provision and Support Plans for children with SEND
- The Annual Review of the Education Health and Care Plan (EHCP)

The first step in meeting the individual needs of children is through Quality First Teaching within the classroom. High quality teaching is differentiated for individual pupils within each class.

The Class Teacher is responsible for the progress of each child in the class and will monitor their progress using a range of assessment methods.

If a pupil is not making the required progress, this will be discussed with the Headteacher and the SENCo. Some children are not identified as having SEND but may still have short term extra help to accelerate progress.

Some children will have more difficulties and they will need longer term SEND Support Plans. This is recorded on the school's SEND register, after consultation with the staff, parents and child.

### ➤ **How is extra support provided?**

If any educational needs are identified, our SENCo and your child's Class Teacher will plan how to provide support for your child, with the involvement of yourself and also outside agencies as appropriate.

We will take a graduated 'Assess-Plan-Do-Review' approach to supporting them.

We will offer extra provision and/or resources within the classroom, and will monitor this.

We may also plan targeted interventions which would be carried out by Class Teachers and/or Teaching Assistants.

The support in place will be detailed on an individual SEND Support Plan.

These Support Plans will be reviewed regularly, at least termly (3 times a year), in consultation with staff, parents and the child.

If a child has an Education Health and Care Plan (EHCP) longer Annual Reviews are also held once a year, involving other professionals wherever possible.

Whatever we decide to do, you and your child will be central to the process.

## ➤ Who is responsible for the support my child receives?

Our fully qualified staff comprises Head Teacher, Deputy Head Teacher, SENCo, Class Teachers, Class Teaching Assistants and **1:1 Learning Support Assistants**.

All staff share responsibility for supporting our children with SEND, although roles vary.

### Class Teachers :

Each Class Teacher is responsible for all the needs within their class and the progress of all the children within their class. Our Class Teachers seek to provide high quality education for all children in their care, including managing support within their class. Children may be given support in different ways, depending on their needs. Some children's needs will be met in class by differentiated work or targeted group work with an adult. Some children's needs will be met through an intervention programme, where children work with an adult out of class on a specific area of learning. At times some children may need a higher level of 1:1 support to help them access their learning.

### Support Staff :

Our Teaching Assistants provide in-class support, as directed by the Class Teacher, which may include group interventions or 1:1 activities. Where there are more complex needs, children may have a personalised curriculum/timetable which suits their learning needs and/or have a designated **Learning Support Assistant** working with them for some or all of their time in school.

### SENCo (Special Educational Needs Coordinator) :

Our SENCo is responsible for overseeing the provision across the school for all children with SEND. This includes reviewing support strategies with teaching and support staff, leading in-school training, and meeting with parents. When advice from outside agencies is needed, she will make referrals to and arrange visits from other education and/or health professionals. For children with more complex needs, she oversees the requirements of Education Health and Care Plans (EHCPs), arranges Annual Review meetings and makes applications for Top-Up Funding (TUF).

**Our Special Educational Needs Coordinator (SENCo) is Pauline Adams.**

**Pauline currently works 1 ½ days per week (or 3 days per fortnight). This is currently every Tuesday and alternate Wednesdays.**

**She is contactable via the school office and is available, by appointment, for parent meetings.**

### Governors :

Our Governing Body also have a responsibility to ensure and monitor SEND provision.

**Our SEN Governor is Anne Wawn.**

➤ **How are parents of children with SEND consulted about and involved in the education of their children?**

We actively encourage a strong relationship between home and school and involve parents/carers as much as we can. You know your child better than anyone else, and it is important that we all work together to support them.

All parents are consulted through discussions with the Class Teacher in the first instance and through Parent Consultations. Review discussions of SEND Support Plans may take place at Parent Consultations or parents can arrange to meet with teachers and/or the SENCo at any time.

A separate Annual Review meeting is held for parents of children with an Education Health Care Plan.

**In the year 2019-20 SEND support plans were updated by Class Teachers in the Autumn and Spring Terms, and shared with parents via parent consultations in November and March.**

**(It should be noted that SEND support plans were not updated in the Summer Term due to the Covid-19 lockdown, although the Class Teachers and SENCo continued to monitor provision for all children with SEND, whether in school or at home.)**

➤ **How are children with SEND consulted about and involved in their education?**

Children who have a SEND Support Plan will be consulted through the year by their Class Teacher, TA or the SENCo, and this will be recorded in their Support Plan and/or a One Page Profile.

Children who have an Annual Review will be invited to share their views, either before or at the meeting.

## ➤ How are funding and resources secured, to support children with SEND?

The school has a specific SEND budget which can be used to purchase equipment for children with additional needs if the resources are not already in school.

SEND funding is also used for additional staffing and buying in agency support from other professionals.

For children who have an Education Health and Care Plan (EHCP), the school will request Top-Up Funding to assist with making provision for their more complex needs.

### **In the year 2019-20 funding was used for ...**

#### **Online interventions**

- **Nessy Reading & Spelling (learning – literacy)**
- **Nessy Fingers (physical)**

#### **In-class resources**

- **Resources to support learning – books for struggling readers, reading overlays, exercise books with coloured paper ...**
- **Resources to support social / emotional needs – worry monsters, emotion cubes ...**
- **Resources to support physical / sensory needs – wobble cushions, fiddle objects, ear defenders, pencil grips, chewies ...**

#### **Agency support from other professionals**

- **Speech & Language Therapist (through B&NES Health)**
- **Advisory Teacher (through our LSP Academy Trust)**
- **Educational Psychologist (through Somerset SSE)**

➤ **How does the school involve other professional bodies, including health, social care, support agencies and voluntary organisations?**

With some specific needs additional advice may be sought from a range of external educational or health professionals. Where there are more complex needs, children may have a number of outside professionals, or more specific specialists, involved.

Parents are always consulted to see if they agree to the school seeking advice and/or acquiring additional support. The SENCo will then make a referral. Parents will be invited to meet the professionals. Information from these meetings will be copied to parents.

We currently have access to the following :-

**Education**

- North Somerset SEN Team - for children with/need an EHCP and/or TUF
- Educational Psychology Service (through Somerset SSE)
- Advisory Teacher (through our LSP Academy Trust)

**Health (North Somerset or B&NES, dependant on GP address)**

- Speech & Language Therapists (clinics / school visits)
- Occupational Therapists (clinics / school visits)
- Physiotherapists
- Community Paediatricians (clinics)

**Other**

- SHIPS Project for children with Brain Injuries – Bristol

**In the year 2019-20 the following professionals have visited our school ...**

- **Speech & Language Therapists - 10 visits supporting 5 children**
- **Occupational Therapists - 3 visits supporting 3 children**
  
- **LSP Advisory Teacher - 6 visits supporting 3 children**
- **Educational Psychologist - 2 visits supporting 2 children**
  
- **SHIPS - 3 visits supporting 1 child**

**(It should be noted that these visits were during the Autumn and Spring Terms. Professionals were unable to visit between March 2020 and July 2020 due to Covid-19 restrictions.)**

## ➤ **What other support is available for parents and families of children with SEND?**

### Supportive Parents :

Phone : 0117 – 989 – 7725

Email : mail@supportiveparents.org.uk

- <http://www.supportiveparents.org.uk/>

## ➤ **Where will I find the Local Offer published?**

For more information about the services which are available to children, parents and families within the local area, please see the Local Authority website, Google [North Somerset Local Offer](#) or use the links below.

- <http://www.n-somerset.gov.uk/my-services/children-young-people-families/send-local-offer/local-offer/>
- <http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>

## ➤ **Who should I contact if I have any questions regarding SEND?**

If you have any worries or concerns about your child, the first person you should speak to should be their Class Teacher.

Our SENCo, Pauline Adams, or the Headteacher, Nik Gardner, are also available by appointment. They can be contacted by phone or email via the school office.

**Address : Winford Church of England Primary School, Felton Lane, Winford, BS40 8AD**

Phone : (01275) 472730

Email : office@winford.n-somerset.sch.uk

➤ **What are the arrangements made by the governing body relating to the treatment of complaints from parents of children with SEND, concerning the provision made at the school?**

We strive to build positive relationships with all parents and carers - however, from time to time parents, carers or others connected with our school may have a concern they need to raise.

If a parent has a concern or complaint to make it should, in the first instance, be directed to the Headteacher, **Mr Gardner**, either verbally or in writing.

If the parent is not happy with the outcome of this, we have a clear complaints policy and procedures which aims to resolve any issues quickly and fully. Parents should follow the guidance outlined in the Complaints Policy which is available on our school website or by request from the school office.