

Winford C of E Primary School

SEND Policy & Information Report 2021/22

(October 2022)

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 2021-22 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 :-

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

In the year 2021-22 we have made provision for 32 children with SEND across the School, including 3 children with EHCPs and Top-Up Funding (TUF).

In the year 2021-22 we have made provision for children with ...

- | | |
|---|-------------|
| • Moderate Learning Difficulties (including Global Delay) | = 1 pupil |
| • Specific Learning Difficulties (including Dyslexia / Dyscalculia) | = 12 pupils |
| • other learning difficulties (not yet defined) | = 4 pupils |
| • Speech, Language and Communication Needs (including ASD) | = 8 pupils |
| • Social, Emotional and Mental Health Needs (including ADHD) | = 7 pupils |
| • Physical / Sensory Difficulties | = 0 pupils |

(It should be noted that some of these pupils may have difficulties in more than 1 area, and so may be 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
- other assessment tools specific to specific needs
- regular reviews of provision 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 Universal Provision within the classroom, which is high quality teaching within an inclusive environment.

The Class Teacher is responsible for the progress of each child in their class.

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.

The Class Teacher is responsible for managing the day-to-day support each child receives in the classroom. Support is provided in a variety of ways, and may include in-class adult support (from Class Teacher and/or TA/LSA), adult-led targeted interventions, independent strategies, resources and/or technology.

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. The Class Teacher is responsible for updating these Support Plans (in consultation with other staff), and for sharing these with parents.

If a child has an Education Health and Care Plan (EHCP), more in-depth 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?

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

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

Each Class Teacher is responsible for supporting all the needs within their class, and for the progress of all the children within their class.

Your child's Class Teacher should always be your first point of contact.

Class Teachers :

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 or scaffolded 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 individual support to help them access their learning.

Support Staff :

Our Teaching Assistants and Learning Support Assistants provide in-class support, as directed by the Class Teachers, which may include group interventions or individual activities.

Where there are more complex needs, children may have a personalised curriculum/timetable which suits their learning needs and/or have a designated TA or LSA 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 usually 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 SEND Governor is

➤ **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 will usually take place in Terms 1, 3 and 5. Class Teachers will share these with parents, either within Parent Consultations or at a separately arranged meeting.

A separate Annual Review meeting is held for parents of children with an Education Health Care Plan, and is led by the SENCo.

In the year 2021-22 SEND support plans were updated by Class Teachers in the Autumn, Spring and Summer Terms, and shared with parents via online communication or face to face meetings.

➤ **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 and/or TA/LSA, and their views will be recorded in their SEND Support Plan.

Some children will also have a One Page Profile / Pupil Passport, which is drawn up through conversations between the child and the SENCo.

(We are in the process of extending these to all children with SEND.)

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 2021-22 funding was used for ...

Online interventions

- **Nessy Reading & Spelling (learning – literacy) – 40 children**
- **Nessy Fingers (physical – typing skills) – 4 children**
- **Nessy Quest (Dyslexia screener) – 10 children**

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 ...**
- **Books for reference for staff (range of needs)**
- **Books to share with children (range of needs)**

Agency support from other professionals

- **Advisory Teacher (through our LSP Academy Trust)**
- **Educational Psychologist (through Somerset Services for Education)**
- **Speech & Language Therapist (through B&NES Schools Team)**

➤ **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 can then make a referral if school and parents agree. Parents may be invited to meet these professionals or speak to them on the phone, either before or after their visit. Targets set or reports written following these visits will be shared with parents and relevant staff.

We currently have access to the following :-

Education

- North Somerset SEN Team - for children with or needing an EHCP and/or TUF
(or B&NES / Bristol SEN Teams for children living in B&NES / Bristol)
- Educational Psychology Service (- bought in through Somerset Services for Education)
- Advisory Teacher (- bought in through our LSP Academy Trust)
- Act4SEND

Health (- dependant on GP address)

- Speech & Language Therapists (- school visits for language, B&NES Schools Team bought in)
- Speech & Language Therapists (- clinics for speech sound difficulties)
- Occupational Therapy
- Physiotherapy
- Community Paediatricians

In the year 2021-22 the following professionals visited our school ...

- | | |
|--|----------------------------------|
| • LSP Advisory Teacher | = 7 visits supporting 7 children |
| • Educational Psychologists | = 1 visit supporting 1 child |
| • Act4SEND | = 1 visit supporting 1 child |
| • Speech & Language Therapists | = 8 visits supporting 8 children |
| • Occupational Therapists | = 2 visits supporting 3 children |
| • Bristol Autism Team | = 2 visits supporting 1 child |
| • Somerset Autism & Communication Team | = 9 visits supporting 1 child |
| • School Placement Support Team | = 8 visits supporting 1 child |

(It should be noted that some professionals were unable to visit to usual capacity through the year, due to ongoing Covid-19 restrictions and staffing issues within their service.)

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

Please explore our SENCo padlet (online noticeboard) which shows a wide range of links and information to support parents of children with additional needs. Some of these are national websites / organisations, while some are local services and so access may depend on home address.

- <https://padlet.com/padamssenco/padamssenco>

Every local area has a SENDIASS (= Special Educational Needs and Disabilities Information Advice and Support Service), which offers impartial information advice and support for parents.

- N Somerset / Bristol : <https://www.sendandyou.org.uk>
- B&NES : <https://www.sendiasbathnes.org.uk>

Other useful local information can also be found at ...

- North Somerset Parents Carers Working Together : <https://www.nspcwt.org>
- Bristol Autism Support : <https://www.bristolautismsupport.org>
- B&NES Autism Support : <http://www.fossewayschool.co.uk/specialist-autism-support-service>

➤ **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 (depending on home address) ...

- N Somerset : <https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>
- Bristol : <https://www.bristol.gov.uk/bristol-local-offer>
- B&NES : <https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

➤ **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.