

**Special Educational Needs and Disability (SEND)**  
**Provision at Winford Primary School.**

Dear Parents,

We are writing this letter to share our ongoing efforts to provide for the requirements of Winford students, including those with additional needs. During this year, the team at Winford has reviewed their systems and processes for supporting pupils and have outlined the three waves of support offered to pupils.

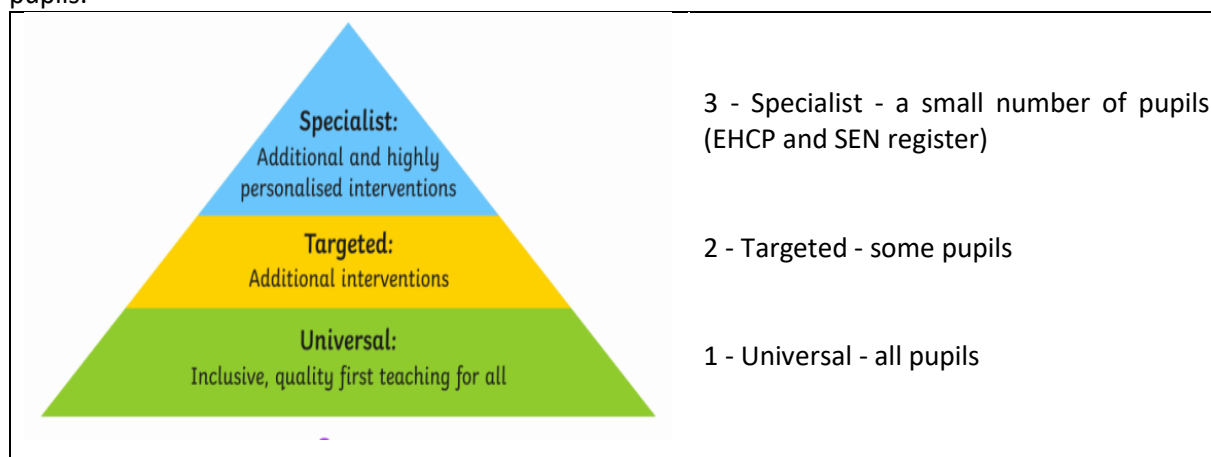
Winford School's vision outlines the importance of children flourishing. Some children require different types of support to be able to do this. As the vision runs through the school curriculum like a thread, it is everyone's responsibility to ensure all pupils work towards reaching their full potential. All teachers are teachers of SEND pupils, which means they are required to plan and adapt learning to meet the needs of all pupils in their class.

Here are some examples of what this may look like;

- Teachers using a variety of techniques to deliver an activity
- Integrated pastoral support
- A range of resources to scaffold learning
- Where needed, additional intervention
- Creating supportive classroom environments

Throughout their time in school, all pupils experience Universal Provision. This is defined as high quality teaching within an inclusive environment. This is the foundation of good teaching and learning. There are occasions when a targeted intervention may be required or where specialist and directed support is needed for pupils identified as SEND.

This diagram below shows how the levels of support across the school for all, some and a small number of pupils.



**1 - Universal Provision for all pupils – high quality teaching within an inclusive environment**

We are continuing to develop our Universal Provision alongside other schools in the trust. It is the provision for the whole class population which ensures that children have appropriate support through good teaching and learning. This extends into identifying emerging needs that may require additional support

Some examples of Universal provision (not an exhaustive list)

- **Differentiation / adaptive teaching**
- **Scaffolding tasks**
- **Chunking information**
- **Breaking down tasks into small steps**
- **Simplifying language**
- **Allowing time for processing**
  
- **Pre-teaching / over-learning**
- **Limit copying from board**
- **Use of colour backgrounds / overlays / paper / ex books**
  
- Use of visual cues / prompts / memory aids (literacy) – flashcards, phonic cards, sound / word / vocab mats
- Use of visual cues / prompts / memory aids (numeracy) – flashcards, digit cards, number lines, number squares, maths mats
- Use of multi-sensory resources for spelling
- Use of concrete resources / manipulatives
  
- Online / Apps (literacy based) – eg. Spelling Shed, Hairy Phonics, Hairy Letters
- Online / Apps (numeracy based) – eg. TTRS, Numbots

We continue to follow the guidance from the Education Endowment Foundation (EEF) SEN in Mainstream School report that highlights key concepts for greater success.

- Creating a positive and supportive environment
- Building a holistic understanding of pupils and their needs
- Ensuring pupils have access to high quality teaching
- Complementing high quality teaching with carefully selected interventions
- Effective deployment of support staff

A more complex diagram of Universal provision at Winford can be seen by following this [LINK](#).

## **2 - Targeted Support for some pupils**

There are also additional interventions delivered by staff across the school during the school year. This may be a pre or post teaching catch up or a social skills programme. This could either be delivered by a teacher or a member of support staff within a lesson or separately. It is not necessarily SEND provision.

## **3 – Specialist Support**

If a child needs something additional or different from Wave One or Wave Two in order to make adequate progress then they will need to access provision from the SEND register.

Children needing this ‘additional and different to support’ (also called “SEND Support”) will be added to our school SEND register and will have a support plan showing the provision in place to meet their needs. SEND support should be discussed with parent /carers and children with planned review meetings to check they are helping a child make progress. *(More specific information regarding how the SEND register is viewed can be found on the accompanying letter from our LSP Trust. Please click on this [LINK](#))*

There maybe times when we will make a referral to another professional body to ensure the school has the right strategy in place to help a child make adequate progress.

An Educational Health Care Plan (EHCP) may be needed for those pupils with more complex needs. Final decisions about whether an EHCP is appropriate are made by the Local Authority. For SEND pupils with an EHCP, the recommended provision is mapped out within the EHCP document.

This provision may be delivered by the class teacher, additional adult or a team of adults. Sometimes the provision can be through the use of a resource. EHCPs may come with additional 'top up' funding to support the delivery of the provision mapped out within the EHCP alongside existing staff and resources. Our school will make sure that a support plan outlines what this looks like at Winford.

### **Roles and responsibilities**

**Class Teacher** - The class teacher is always the first point of contact for parents as they are responsible for day to day support and have detailed knowledge about the child in their care. The class teacher can be contacted by email via the office, or by speaking to them in person at the beginning or end of a day.

**Special Educational Needs Coordinator (SENCo)** - The role of the SENCo is to oversee the provision and support across the school (resources, training, screening, referrals, external advice and funding). In essence the SENCo's role is to equip classroom staff to meet the individual needs within their class and to oversee the requirements of EHCPs including Annual Reviews and funding.

Our roles and responsibilities document can be found by clicking the link [HERE](#)

*Information regarding Inclusion and SEND can be found on our website :*

<https://www.winford.n-somerset.sch.uk/page/?title=Inclusion+and+SEND&pid=104>

*Resources and information for parents around a range of needs can be found on this padlet :*

<https://padlet.com/padamssenco/useful-information-for-supporting-additional-needs-and-well--oyb3z1uz09z0k2q4>