

Winthorpe Primary School Special Educational Needs Information Report

1. What kinds of special educational needs does the school make provision for?

All Nottinghamshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs (SEN) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress.

The four broad areas of need are:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction
- Sensory and Physical needs

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Class teachers closely monitor the progress of all children. If there are any concerns the following actions will be put in place:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being 'School Aware' due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

Winthorpe Primary School Special Educational Needs Information Report

If you think your child has a special educational need speak to your child's class teacher. If you continue to be concerned you can speak to Mrs Edmonds – SENCo or Mr Cook – Head Teacher

3a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

Children are assessed termly and their progress is considered at pupil progress meetings attended by the class teacher and Head teacher. Further discussions take place with the SENCo and the parent and child concerned. During these discussions the effectiveness of the support and interventions in place are considered. The Head teacher, Class teacher and SENCo might then change or adapt the support given.

The Head teacher and SENCo review progress made for all SEND children each term to ensure all cohorts of children are being adequately catered for.

This report is reviewed and updated annually, most recently November 2023.

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

Winthorpe adopts an open door policy and parents are welcome to telephone or email to make an appointment with the class teacher, SENCo or Head teacher at a mutually convenient time to discuss any aspect of their child's education. In addition to this there are two parents' evenings as well as Individual Education Review meetings with parents. School reports go out once a year.

Information will be received from previous schools/settings so we are fully informed about a child. We also receive copies of medical appointments/outside agency reports where appropriate.

c) What is the school's approach to teaching pupils with special educational needs?

We like to keep the children in their class as much as possible and offer support through teaching assistants to assist with access to work. Depending on the needs of the child we also offer separate group or one to one work, which might need to take place away from the classroom.

d) How will the curriculum and learning be matched to my child/young person's needs?

Differentiated planning by teachers means that all children are able to access the curriculum at a level that matches their abilities.

Winthorpe Primary School Special Educational Needs Information Report

e) How are decisions made about the type and amount of support my child will receive?

Through the discussions described in 3a the best support package the school can offer will be implemented to ensure the SEND child's progress. This might involve different teaching resources, additional teaching support and a different way of accessing the curriculum.

f) How will my child/young person be included in activities outside the classroom, including school trips?

Wherever possible we will endeavour to include all children in all activities regardless of whether they take place in or out of school. Pupil's safety will be considered at all times in any decision making processes regarding this.

g) What support will there be for my child/young person's overall well-being?

At Winthorpe every child's well-being is considered extremely important, regardless of what their needs are. If we have any concerns we will speak to parents, and if necessary outside agencies. We hope that as we have an open door policy parents will come to us and tell us straight away if they have any worries about their child. Our Vision Statement outlines our philosophies.

3. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details?

Mrs Sally Edmonds is the school SENCo. She can be contacted via school on 01636 680060.

Winthorpe Primary School Special Educational Needs Information Report

4a) What training have staff supporting special educational needs had and what is planned?

Part of the SENCO's job is to support the class teachers in planning to effectively meet the needs of the children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Attachment.
- Individual teachers and support staff attend a rich variety of training courses run by staff at Newark Town Family of Schools and outside agencies that are relevant to the needs of specific children in our school.

Recent training has included:

- Attend
- Speech and Language intervention
- SEND for new staff
- Strengths and Difficulties Questionnaires
- Numicon

Future planned training:

- Making Sense of Autism
- Whole Word Reading
- Talking Mats

b) What specialist services and expertise are available or accessed by the school?

Local Authority Provision that can be accessed through school:

- School and Families Support Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Ask Us (Parent Partnership Service)
- Speech & Language Therapy Service
- School Attendance and Behaviour Partnership

Health Provision that can be accessed through school

- Healthy Families Team (School Nurse)
- Occupational Therapy
- Physiotherapy
- CAMHS

Additional services which may be accessed:

- Art Therapy
- Play Therapy

Winthorpe Primary School Special Educational Needs Information Report

4. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school?

The school is fully compliant with DDA requirements

- There is a disabled toilet.
- We ensure, wherever possible, that equipment used is accessible to all children and families regardless of their need.
- After school provision and breakfast club is accessible to all children including those with SEND.
- Extra-curricular activities are accessible to all children.
- Specialised equipment may be accessed through external agencies where appropriate

5. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

If your child is identified as not making progress we will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child

If your child is identified as having a special educational need we will discuss their targets and support with you throughout the year. The timetable of meetings will depend on the needs of the child. At these meetings we will seek your views on what your child enjoys and needs help with.

6. What are the arrangements for consulting young people with SEN and involving them in their education?

Each time we review your child's targets we will discuss their progress with your child. We will ask them about what they have achieved, how they feel about school and what they would like help with in the future.

7. What do I do if I have a concern or complaint about the SEN provision made by the school?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or Head teacher, who will be able to advise on formal procedures for complaint. The Complaints policy for the school can be found on the school website under Key Information.

Winthorpe Primary School Special Educational Needs Information Report

8. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo or Head teacher who will then inform the child's parents.

The following services will be involved as and when is necessary:

Educational Psychology, Speech and Language Therapy, School Nurse, Specialist Teachers, Physiotherapy, Occupational Therapy, CAMHS, CASHY Counselling, Behaviour Specialists

9. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The SENCO will provide information to parents and carers about relevant organisations and support groups in the area. Details are available in school and below.

10. How will the school/setting prepare my child/young person to:

- i) Join the school/setting?
- ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?
- iii) Prepare for adulthood and independent living?

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible.

All children with SEN are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs. We liaise closely with Early Years Support to identify children who will join our school. We make visits to the Early Years settings when appropriate and carry out home visits. When any child joins our school, at whatever age, we use the records from their previous setting and our own initial assessments to determine the most appropriate level of support and targets.

When children leave our school to transfer to secondary school we liaise with a contact teacher to ensure all information regarding difficulties and support is passed on through discussion as well as through records. If a child moves to another school before Year 6 reports and records are communicated to the new school. Sometimes it is beneficial for the child to have a few sessions at their new school whilst staying with us so their integration is planned in smoothly and effectively.

Winthorpe Primary School Special Educational Needs Information Report

11. Where can I access further information?

Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Winthorpe Primary School SEN policy is available on the school website.

Other useful contacts:

Ask Us Nottinghamshire

Ask Us Nottinghamshire fulfils many of the roles and functions that were previously undertaken by the Parent Partnership Service. The service provides impartial information, advice and support for parents/carers of children with SEND, aged 0- 25 years.

0800 1217772

enquiries@askusnotts.org.uk

National Association for Special Educational Needs

NASEN House

Amber Close

Amington

Tamworth

Staffordshire

B77 4RP

Telephone: 01827 311500

Fax: 01827 313005

Email: welcome@nasen.org.uk

Website: www.nasen.org.uk