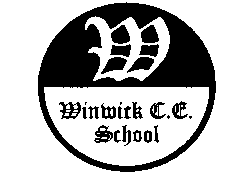
**Winwick CE Primary School**



**Executive Headteacher:** ***Mrs. Sue Dymond***

**Deputy Headteacher*: Mrs. Laura Duckett***

**SENDCo:** ***Mrs. Clare Farrell***

**Special Educational Needs Information Report**

**July 2017**

Please follow this link to look at the Warrington Local Offer: <http://www.warrington.gov.uk/localoffer>

Welcome to our SEND information report which is part of the Warrington Local Offer for learners with special educational needs and disabilities (SEND.) This information report is written for parents / carers who have children at Winwick CE Primary School, or who may be considering their children attending the school.  It explains how we identify and support children with special educational needs or disabilities.

**What is SEND?**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice states:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

* have a significantly greater difficulty in learning than the majority of others the same age
* have a disability which prevents or hinders them from making use of educational facilities of a kind, generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

**How do we identify SEND?**

Pre-school visits take place prior to the child starting reception class. These are carried out by the school’s foundation stage teacher (s) and teaching assistant (s). Discussions and consultations are held between parents and practitioners to establish any medical or learning needs. If a care plan has been put in place for any medical needs then the school nurse will liaise with staff and parents to discuss suitable provision.

Following pre-school visits, an admissions meeting is held at school during the summer term. Parents are invited to meet staff and discuss any medical, social, physical or learning difficulties. Medical and contact forms are completed and signed by parents; any relevant information is passed onto the head teacher and SENDCo.

The schools system for regularly observing, assessing and recording the progress of all children is used to identify those who are not progressing adequately and who may have additional needs. Assessments include: pre-school records of achievement, foundation stage learning-journey profile scores, baseline assessment results, end of year assessments as well as ongoing teacher assessments, p-scale descriptors, b-squared descriptors and observations of behavioural, emotional and social development. Assessments by specialist services may also be necessary including: educational psychologists, speech and language therapists and occupational therapists.

Based on assessment outcomes and following discussions with class teachers, parents and the SENDCo , the child maybe recorded as needing extra support. The support is delivered through a graduated approach.

**Quality first teaching**- a differentiated, challenging and balanced curriculum that is inclusive for all children.

*Every teacher is required to deliver Quality First Teaching. They will adapt the curriculum to ensure access to learning for all children in their class. We believe in trying to meet all learners’ needs through this approach.*

**Intervention**- additional intervention programmes (for a fixed term) to enable children to work at age related expectations or above.

*Through our rigorous tracking and assessment system, children who are not making expected progress will receive additional group or individual intervention provided by the class teacher or teaching assistant. Interventions are timed and monitored at least once a term. Oxford materials will be utilised to identify specific areas of need.*

**SEND support**- highly personalised provision that is additional to or different from the normal differentiated curriculum and intervention programmes.

*Children identified as having a SEND will have additional personalised provision. This is in the form of a learning plan which will identify the child’s learning needs, personal views and individual short term SMART or SOFT targets. Learning plans will be written with the child, will be shared with parents and will be evaluated regularly (at least once a term).*

**What if the school needs more specialist help to support my child?**

Following sustained, individualised intervention, your child still remains a significant cause for concern then the school will request involvement from the Local Authority and other agencies. These agencies may include:

* Educational Psychologist
* Speech and Language Therapists
* Attendance Officers
* School Health Adviser
* CAMHS (child and adolescents mental health services)
* Inclusion Team
* Health and Social care
* Occupational Therapy
* New Horizons
* St Joseph’s Centre

In some cases, the SENDCo may discuss with you the possibility of asking the Local Authority to recognise your child’s needs in a formal assessment / document called an Education, Health and Care Plan (EHCP).  The process will be fully discussed with you and your views will be paramount.  Each child and family’s needs are different and require individual consideration.

**How will both you and I know how my child is doing and how will you help me to support my child’s learning?**

* Parents have access to the School’s Special Educational Needs/Inclusion Policy and School Offer via the school's website.
* Class Teachers are available to discuss parental concerns on an appointment basis.
* Parents are kept informed of and involved in any intervention by external agencies.
* Two formal parent-teacher evenings are held each year, in addition to informal open classroom events and annual written reports. Targets are shared during parents evening.
* Programmes of work are shared with parents and their involvement encouraged.

The school advocates a partnership with parents and aims to fully include and support you in working on targets for improvement with your child. During the admissions meeting prior to your child starting school, a Home School Partnership Agreement is shared, discussed and signed. The purpose of the agreement is to strengthen the parent/school partnership.

Existing statements of SEN or EHC plans must be reviewed at least annually. The SENCO will invite parents/guardians, child (if appropriate), class teacher, support staff, a representative from the local authority and any other person considered appropriate. The aim of the review is to assess your child’s progress against personal targets, set future targets and evaluate the effectiveness of the provision made for your child.

**What support will there be for my child’s/young person’s overall emotional health and wellbeing?**

***Christian Values***

We provide a high quality education grounded firmly in the principles of the Christian Faith. Our school values are: friendship, courage, forgiveness, truth, trust, respect and responsibility.

***Health Care***

The Schools’ Medical Service provides a medical examination for all children shortly after they start school. The examination includes assessments of hearing and eyesight. Parents are fully consulted and have the opportunity to discuss their child’s health with the school health advisor. The School medical Service does not provide treatment, but will refer your child to the family GP if any treatment is required.

Eyesight and hearing screening will be carried out from time to time by the school nurse. Dental inspections are carried out periodically. Parents are informed if this inspection reveals a need for treatment. Children with medical needs, such as diabetes, have a health care plan which is shared with all staff working with the child.

***Health Education***

The Year 5 boys and girls are given a talk each year, as part of the National Curriculum, on the subject of personal hygiene, puberty, reproduction and adolescent physical development. Parents are informed of the objectives and arrangements for this talk.

***Pastoral Care***

We pride ourselves on the high standard of care and support we provide for all pupils. Children are supervised in school, at break-times and during the mid-day meal session. Supervision is also adequately provided when children are off the school premises. If an emergency should arise, a system is put into operation whereby parents or another nominated responsible adult is contacted immediately. The teachers at Winwick CE School endeavour to respond sensitively to each and every child’s social, emotional, spiritual and physical developmental needs.

***Safe Guarding***

The Safe Guarding Policy ensures that all staff in our school is clear about the action necessary with regard to a child protection issue. The policy is accessible through our school website.

Its aims are:

* To ensure all staff attend regular training as to safeguarding procedures in school with attention to signs and symptoms of abuse, which includes neglect.
* To ensure effective communication between all staff when dealing with child protection issues.
* To lay down the correct procedures for those who encounter an issue of child protection.

There are three main elements to our policy:

* Prevention through the teaching and pastoral support offered to pupils.
* Procedures for identifying and reporting cases, or suspected cases, of abuse, including neglect.
* Support to pupils who may have been abused, including neglect.

***Anti-bullying***

We have an Anti-bullying Policy which can be accessed through our school website.

The aims of implementing this policy are:

* To develop positive relationships in school.
* To positively promote the caring ethos of the school, in which everyone feels valued and secure.
* To celebrate differences and understand that everyone is of equal value regardless of ability, ethnicity, culture, gender, national status, religion, sexual identity.
* To foster self-esteem.
* To prevent conflict at an early stage.

***Approaches to preventing bullying within school.***

The best means of dealing with the issue of bullying is to create a climate of mutual respect and understanding between all members of the school community. Such a climate can be created through:

* Staff modelling understanding of others.
* Curricular opportunities to explore and discuss bullying and relationships with the children.
* Presenting bullying as unacceptable through PSHCE-related activities beyond the classroom such as school assemblies, drama presentations, etc.

In addition staff will take the following courses of action to help deter bullying:

* Look for early signs of distress in members of the school community.
* Listen carefully and sympathetically to any person who is upset.

Deal promptly and effectively with parental concerns.

* Regularly reassure all children that they will be taken seriously if they feel they are being bullied.

Social support groups, delivered by teaching assistants have been used to support pupils struggling with anger difficulties. Anti-bullying weeks are used to promote an awareness and understanding of bullying.

***E-safety***

Our E-safety Policy can be accessed through our school website.

The aims of our e-safety policy are to help young people (and their parents/carers) to stay safe and be responsible users while using the internet and other communications and technologies for educational, personal and recreational use. We hold parent information sessions led by a local community police officer.

***Medicines***

Medicines will be administered by school staff providing a consent form is signed with the recommended dose and time of administration.

***School Council***

Our School Council has representatives from each class to put forward the children's views about the school and to share ideas.

**How will my child be included in activities outside the classroom including school trips and provision for access to afterschool clubs?**

We provide a broad and balanced curriculum for your child, which includes access to all after school clubs and trips. School endeavors to include all pupils in all activities and will work closely with parents/carers to ensure barriers to participation are eradicated. Trips are subsidised through school funds as well as pupil premium funding for specific children. Parents meeting are held prior to residential trips such as Conway Centre or Kingswood where risk assessments are shared to ensure the correct provision is in place.

**How accessible is the education setting/environment?**

The school has a disabled toilet and is wheel chair accessible with ramps at specific fire exits. Information is communicated verbally to parents who are unable to access our written information. Those whose first language is not English are signposted to the relevant service to seek specific support.

**How will the education setting prepare and support my child’s transfer to a new education setting?**

School works closely with Culcheth High School, Hope Academy and other educational settings to ensure a smooth transition for all pupils. A young ambassador from Year 7 will visit to talk to Year 6 pupils about their journey ahead. Pupils also visit their new setting during ‘going up days’.

Careful programmes of transition are created to meet the individual needs of pupils. Parents are encouraged to accompany pupils where appropriate.

School ensures formal and informal meetings are held to share knowledge, data, progress and any other relevant information.