

Winwick Church of England Primary School



In God's love, aspire and achieve to be the best'

1 Corinthians 16:14 'Do everything in love.'

SEND Report

Reviewed November 2024

Mrs L. Duckett: Headteacher

Mrs K. Mather: SENDCo

Mr Chris Mumford: SEND Governor

For further information concerning Warrington Local Authority please go to

<https://www.warrington.gov.uk/localoffer/>

"Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding" Robert John Meehan

The SEND Code of Practice 2015 defines SEND as:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Understanding SEND

To help us put this into context, there are 4 broad areas of need:

Communication and Interaction (including social interaction difficulties and speech, language and communication difficulties)

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical Needs (including hearing impairment and visual impairment)

Our commitment to our children with SEND

At Winwick C E Primary School, all members of staff are committed to providing a high-quality education for all of its pupils. We believe that all children have a common entitlement to a broad, balanced academic and social curriculum.

For us, inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background; is about full access, wherever possible, to the school, and to a challenging and personally satisfying curriculum; and is about enjoying a positive welcome and acceptance to the whole school community. As part of these principles, we will endeavour to respond to learners in ways which take account of their varied life experiences and needs.

Therefore, we believe that all children should be given the opportunity to reach their full potential and we are committed to removing the barriers to learning to allow them to succeed. We pride ourselves on the strong relationships that we have with both our parents and the external agencies with whom we work in partnership. We believe wholeheartedly that all children should be equally valued in school and in doing so, we enable all our children to fully embrace and fulfil their unique potential. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

We aim to identify and meet the needs of children who experience barriers to their learning as they arise and which may relate to sensory or physical impairment, learning difficulties, social or emotional development, or may relate to factors in their environment, including the learning environment they experience in school. We will provide teaching and learning contexts which enable every child to achieve to his or her full potential, and will strive to:

- Include all children in all aspects of school life no matter what their additional and/or special needs.
- Maintain a concern for the whole child and to encourage positive self-esteem.
- Give every child the opportunity to succeed.

The development and monitoring of the school's work on inclusion is undertaken by the SEND Coordinator and the Governor for Special Educational Needs and Disabilities.

The SEND co-ordinator is Mrs Kelly Mather

The SEND Governor is Mr Chris Mumford

Our key objectives

- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality, to eliminate prejudice and discrimination against children with Special Educational Needs, disability and additional needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

- To ensure that all recommendations and advice from external agencies are acted upon to maximise progress.
- Where gaps in learning is evident, children will be assessed using B-Squared which allows for small steps of learning to be evident and tracked closely.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve children, where appropriate, in planning and in any decision making that affects them.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff.
- To ensure that personalised IEP targets are SMART (Specific, Measurable, Achievable, Realistic, and Timely) and are reviewed continuously throughout the academic year, allowing for small steps of progress to be evident.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
- To ensure that pupils with SEND are perceived positively by all members of the school community, that SEND and inclusive provision is positively valued and accessed by staff and parents/carers, and to value and celebrate diversity.
- To ensure that we are able to meet the needs of all children who live in our catchment area.
- To ensure children are well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- Using our 'Journey through time' celebration books, children are to be involved in recognising and celebrating their own successes, both in and out of school.
- Using our Individual Pupil Passports, children's individual needs are acknowledged and pupil voice is heard and a consistent approach is used throughout the whole school.

How do we identify SEND?

Staff at Winwick C E Primary School value all pupils and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs and within each class, teaching and learning styles and organisation will be flexible to ensure effective learning.

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). Where it is identified that an additional need is apparent, further 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, and any relevant information is passed onto the head teacher and SENDCo.

Whilst attending Winwick, our children's progress is carefully tracked through ongoing observations, assessing and recording of progress and interventions. 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; b-squared descriptors and observations of behavioural, emotional and social development.

Based on assessment outcomes and following discussions with class teachers, parents and the SENDCo, the child may be recorded as needing extra support. Where it is identified that a child is not progressing adequately and is receiving support that is above and beyond that of his/her peers, external advice, guidance and assessments are sought. Assessments by specialist services may include: educational psychologists; speech and language therapists; paediatricians; specialist teachers and occupational therapists.

Winwick's Graduated Approach

The method of identification and provision for children with Special Educational Needs and Disabilities follows a graduated approach and staff are guided by the SEND and Inclusion policy.

First and foremost, all of our children benefit from **High Quality Teaching**, which is an adapted, challenging and balanced curriculum that is inclusive for all children. Every teacher is required to deliver High Quality 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. Should a child not respond and it is felt that their needs are additional to or different to normal classroom practice, then the child is considered to be receiving Element 1 provision.

Element 1 provision, which is outlined below, is the core entitlement for all children including those with a defined special educational need or disability but whose learning needs can be met through High Quality Teaching and differentiated mainstream classroom practice.

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.

Element 2 provision, which is outlined below, is when the school needs to make additional provision from its budget in order for the child to make progress. These are likely to be strong indications that the child requires support which is 'additional to' or 'different from' the adapted educational provision made generally for their age group.

SEND Support: highly personalised provision that is additional to, or different from, the normal adapted curriculum and intervention programmes. Children identified as having a SEND will have additional personalised provision. This is in the form of an Individualised Education Plan (IEP) which will identify the child's learning needs, personal views and individual short-term SMART or SOFT targets. IEP's will be written with the child, will be shared with parents and will be evaluated regularly, at least once a term. Where appropriate, children may have a one-page pupil

passport that highlights strategies and difficulties that are personal to them. These are shared with all members of staff to allow for continuity and consistency for the child.

Specialist Support: following sustained, individualised intervention, if a child still remains a significant cause for concern, then the school will request involvement from the Local Authority and professionals in other agencies, who may include:

- Educational Psychologist
- Speech and Language Therapists (SALT)
- Attendance Officers
- School Health Adviser
- Child and Adolescent Mental Health Services (CAMHS)
- Inclusion Team
- Health and Social Care
- Occupational Therapy
- St Joseph's Centre

Element 3 provision is when a child's needs cannot be met by the school alone. In such cases, the SENDCo may discuss the possibility of asking the Local Authority to identify a child's needs through a formal assessment that's recorded in a document called an Education and Health Care Plan (EHCP). The process and implications for this will be fully discussed with parents and their views will be paramount. Each child and family's needs are different and require individual consideration.

Our figures are currently below the national average, and are made up of 19 children with SEND as recognised under the SEND Code of Practice. 6 of these children have an EHCP, and the remaining 13 are at SEN Support. The most common area of need for SEN Support is Social, Emotional and Mental Health & Speech, Communication and Language Need and all children in receipt of an EHCP have a specific Learning Difficulty.

Deployment of Staff

Within our 7 classes, we have 7 full time teachers and 1 part time teacher, and 8 teaching assistants to support learning generally in core subjects namely English, Maths, Phonics, Spelling and Grammar. We also have a trained Mental Health and well-being Lead who will focus solely on catering for the Social, Emotional and Mental Health needs of our children.

Organisation and management of support

Children with identified SEND are supported within the classroom by their class teacher and/or a teaching assistant. Some may be withdrawn for specific intervention support such as SALT, or Occupational Therapy, but at Winwick Primary, we have a team of dedicated and well-trained teaching assistants who support our children with SEND. Regular training is provided to allow for the correct support to be given to our children. A wealth of training has been completed by both teachers and teaching assistants which includes:

- Signing
- Team Teach
- Attachment

- Trauma and Mental Health Training
- Bereavement support
- ADHD
- ASD and Sensory training
- Nessy Dyslexia
- Drawing and Talking
- LGBT mental health and wellbeing.
- Training linked to SALT.

External Agencies

Where necessary, specific additional support and advice is provided by the Educational Psychologist, SEMH lead teachers, Speech and Language Therapists, ADDVanced Solutions, Early Help, School Health Advisors and CAMHS.

Other agencies we can contact for support include:

Child Development Centre

Multi Agency Support Team (MARS)

Early Help

Family Support workers

ASD Specialist Teacher

Consultant Paediatrician

Audiology

Young Carers

Visual Processing Difficulties Clinic (VPD)

Occupational Therapy (OT)

School health Advisor

ASD Specialist nurse

Asthma nurse

Diabetic Nurse

Social Care

Inclusion

As part of our commitment and values, all children with SEND take part in all aspects of school life and are actively encouraged to participate in a full range of activities and events organised by school, including trips and residential trips. They are encouraged to put themselves forward for in-house teams and groups such as Leadership Ambassadors, School Councillors, Wellbeing Champions and Play Leaders, all of which increase their self-confidence and self-esteem as well as their social skills.

Arrangements for Parents

The school advocates a partnership with parents and aims to fully include and support them in working on targets for improvement with their child. During the admissions meeting prior to a 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.

EHCP's must be reviewed at least annually. The SENDCO 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 the child's progress against personal targets, set future targets and evaluate the effectiveness of the provision.

Throughout the school year, there are two Parents evenings held, in addition to an end of year report. Furthermore, for our children with SEND will also benefit from additional termly meetings, either remotely or face to face, where their child's IEP is shared and progress against their personalised targets are discussed. Likewise, parents are invited to attend transition meetings with new members of staff in the summer term.

Where a child is in receipt of an EHCP, parents are invited to annual review meetings where their thoughts, views and opinions are welcomed and shared and form an integral part of the review meeting. Where assessments are carried out by external agencies, where appropriate, parents are also invited to attend to discuss their concerns about their child. This is crucial in a bid to gain an overall picture of the child and their needs. Where necessary, parents are signposted to Warrington's Local Offer and made aware of the Information, Advice and Support Services (IASS), formally Parent Partnership Service, Warrington's AskOllie service and ADDVanced Solutions.

Here at Winwick, we pride ourselves on our 'open door' policy whereby members of the staff team are contactable via the school office/ telephone/email. We also actively encourage parents to share the successes of their child in their home; allowing us to celebrate the achievements of all our children.

Parents also have access to the School's Special Educational Needs/Inclusion Policy via the school's website.

Arrangements for consulting young people with Special Educational Needs

Children are regularly consulted about their next steps and what teachers can do to support them. Where appropriate, children's views are also included when completing a one page, pupil passport. The views of parents and children with EHCP's are collected prior to their annual review and included in the paperwork. In order to celebrate the successes and achievements of our children with SEND, they are actively encouraged to contribute to their own celebration book which highlights their overall achievements both in and out of school.

Evaluating the effectiveness of the provision made for the children with SEND

Tracking of assessment data is completed at least termly and adaptations to provision are made in light of these findings. Pupil progress meetings are held with the Senior Leadership Team and the class teacher. Progress towards targets set on a child's IEP are updated and monitored at least termly by the SENDCo. Each term the SENDCo also gathers qualitative data using B-Squared from the class teacher to give further information as to how the children with SEND are progressing.

Pupils' progress towards outcomes are assessed and reviewed in the following ways:

- Graduated approach (Assess-Plan-Do-Review)
- Tracking of assessment data for pupil progress

- Individual Education Plans (IEP's) reviewed at least termly and shared with parents
- EHCP reviews, at least annually
- Observations of pupils
- Analysing the impact of interventions
- Parent's evenings
- School reports
- Open door policy
- Children working below Key Stage Standards will be assessed using B-Squared Pre-Key Stage standards and Primary Steps.

Transition

Good transition arrangements are in place at Winwick C E Primary School, from pre-school visits before children start in reception, to changing classes at the end of the year, to changing key stages, to progressing to High School or changing school. These points of transition are all designed to identify the children's learning needs and whether they require additional support.

As part of this process, before the school year each class teacher and teaching assistants meet to discuss all children moving up and all information is shared regarding our children with SEND. Any provision already in place remains and any adjustments needed will be in place prior to the child moving to their class.

We have very strong links with our local high school, Hope Academy, where the majority of our children attend. During the summer term, the Year 6 teacher meets with the transition lead/head of year 7 to discuss all the children and their needs, and those children who will require pastoral support will also be highlighted. Additional meetings are also held between the SENDCo from Winwick and the Hope Academy, and plans are also made to allow for our children with SEND to benefit from extra transition visits and access to their summer school.

Where relevant SEND reports need to be shared, these are transferred securely via CPOMS.

Complaints

Complaints from parents or carers of children with SEND, will in the first instance, be dealt with by the SENDCo and/or the Headteacher Mrs L Duckett.

Contact details

Telephone: 01926 630995

Email: winwick_primary@sch.warrington.gov.uk