



Winterton Church of England Infants' School

SEND Information Report

2018-2019

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Whole School Approach:

High quality first teaching and additional interventions are defined through our continuous dialogue across the school contributing to our provision mapping approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess:

- Initial concerns regarding a child who may require extra support will come from the class teacher and/or parents / carers. Following these concerns, the child's needs will be assessed, usually by involvement of external agencies, and closely monitored. This enables the school to work collaboratively with parents / carers and other professionals to ensure that support is given whenever needed.

- Class teachers continuously make assessments of all children and carefully track progress. If any gaps in learning appear; a child faces barriers to their learning; or they are making minimal or no progress, additional support will be put into place.

Plan:

- Collaboration with the child, parents / carers and other professionals will provide targets and support will be identified, which is focused on the outcomes for the individual child. The planning process will also identify how outcomes are to be achieved.

- The SENCo, the class teacher and the parents will decide on the action needed to help the child to progress. This may include: additional learning materials or special equipment; individual / group support; access to specific interventions outside of classroom time; access to LA support services, e.g. Educational Psychology, Speech and Language Therapy.

Do:

- Classroom support and targeted activities that will enable the child to meet their targets are carried out by the classroom teacher and / or teaching assistant.

- Outcomes of any support are closely monitored by the classroom teacher and SENCo.

- Support is delivered over a set period of time (usually for at least 6 weeks) and adapted or altered to ensure maximum impact.

Review:

- Outcomes are reviewed depending on the timescale given to the individual child or termly (whichever comes first), ensuring that additional support remains focused and specific.
- Formal parents' meetings are held termly in order to further discuss support and ways forward.
- A new cycle of support (if necessary) is then drawn up.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
 - Speech and Language therapy delivered by a teaching assistant on a one-to-one basis
 - One-to-one block of speech therapy, delivered by Speech and Language therapists / assistants
 - Communication friendly approach to learning in EYFS (e.g. choices, talking circles)
 - Makaton
2. Cognition and learning
 - Educational Psychology consultations and recommendations
 - Read, Write, Inc. one-to-one targeted interventions
 - Small group delivery of Read, Write, Inc.
 - Speedy Reads
 - Precision teaching (e.g. common exception words, numbers)
 - Visual timetables
 - Workstations to improve concentration and focus
3. Social, emotional and mental health
 - Educational Psychology consultations and recommendations
 - Well Being one-to-one support
 - Access to the Pastoral Team / Mental Health Champions
 - Break-out spaces
 - Playground friends
4. Sensory and/or physical needs
 - Occupational therapy (Madeleine Portwood programme, 'Funky Fingers' small group intervention)
 - Sensory equipment (e.g. ear defenders, play trays, sensory feedback cushions)
 - Specialist equipment (e.g. pencil grips, chewable pencil toppers, fidget toys, cutlery adaptations)
 - Physiotherapy programme (one-to-one delivery)
 - Adaptation of space and equipment for physical needs

(Reference: Special Educational Needs and Disability [SEND] Policy)

As of April 2019, we have 18 children or young people receiving some form of SEN Support, three of whom have an Education, Health and Care Plan (EHCP).

We have internal processes for monitoring quality of provision and assessment of need. These include identifying children not making adequate progress through professional conversations; whole school termly pupil progress meetings to discuss all children; regular monitoring of interventions and their delivery; training for delivery of specific interventions; liaison with external agencies to review progress towards targets (e.g. Speech and Language therapy).

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Pupil / parent voice – IOP / EHCP reviews	<ul style="list-style-type: none"> - Children with an IOP or pupils with an EHCP. - SENCo - Class teacher and / or one-to-one teaching assistant 	Termly
Pupil / pupil voice – informal conversations	<ul style="list-style-type: none"> - Children accessing interventions - SENCo - Intervention group leader 	Continually throughout the academic year
Parents / carers meetings	<ul style="list-style-type: none"> - Parents / carers of children with an IOP or pupils with an EHCP. - SENCo 	Termly (with informal conversations on-going throughout the academic year)
Parents / carers Speech and Language therapy review meetings	<ul style="list-style-type: none"> - Parents / carers of children with a speech and language plan 	Termly invitation Weekly invitation (if child is accessing block of therapy delivered by external service).
Parents / carers Early Help assessments	<ul style="list-style-type: none"> - Parents / carers - SENCo - Pastoral team 	As and when necessary.
Parents / carers Early Help reviews	<ul style="list-style-type: none"> - Parents / carers - SENCo - Pastoral team - External agencies (where required) 	At least termly once an assessment has been made and for as long as is deemed necessary.
Education, Health and Care Plan reviews	<ul style="list-style-type: none"> - Parents / carers of children with an EHCP - SENCo - Class teacher and / or teaching assistant - Child - External agencies (where required) 	Annually

Staff development

We are committed to developing the ongoing expertise of our staff.

The designated Special Needs Coordinator for our school was Mrs Suzanne Walton from April 2018 - April 2019.

This year, the following training has been completed:

All staff have accessed Safeguarding training including Keeping Safe in Education update, human trafficking, peer on peer abuse and child exploitation training, provided by the SENCo.

SENCo has been an observer and a participant at the SENDAP Panel.

Members of the Pastoral Team attended a Mental Health and Well-Being course provided by Teach Lincs.

SENCo and Learning Mentor attended a local authority Safeguarding Lead update (Level 3).

The SENCo has attended termly network meetings and fed back relevant information into our everyday practice.

All members of teaching staff, most support staff, and the Head Teacher have had Team Teach training and hold up-to-date certificates.

The Pastoral Manager and Learning Mentor are our Mental Health Champions and have accessed mental health and CAMHS training.
Further staff training will be planned in accordance to need and availability for next year.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

This is achieved in different ways, such as:

- Supporting pupils on a one-to-one basis
- In class small guided group support
- Social, emotional and mental health support through the pastoral team, which includes a Pastoral Manager and one learning mentor
- Targeted support for children with specific medical needs
- Leading one-to-one or small group interventions
- Specific support staff identified in each year group to lead speech and language and occupational therapy / physiotherapy interventions in order to maintain consistency of approach.

Finance

This year all children are supported within school and this is financed from within the usual school budget.

Within school we have a range of skills and strengths across the staff team. In order to fully support all children, we work closely with a range of professionals from external agencies. This year these have included:

- Educational psychologists
- Speech and language therapists
- Occupational Therapists
- Physiotherapy
- Physical Disability Team
- Autism Spectrum Education Team (ASET)
- School Nursing Team
- Epilepsy nurse
- Metabolic Bone team
- Local providers, e.g. Panda Play
- Children's Services

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, in September and beyond we worked with our local settings feeder partner(s) to welcome three children and young people with special educational needs or disabilities and we supported six children and young people with transition to the next phase in education.

Our approach involved:

- meetings with the local setting(s) SENCo(s)
- meetings with the SENCo(s) of the next phase
- exchange of pupil documentation
- new to school parent's meeting (feeder school)
- individual pupil transition timetables (next year group / phase)
- extra transition visits
- transition books

We closely monitor children and young people's destination data.

Complaints

Our complaints procedure is as follows:

- Attempts should be made to try to resolve the matter informally. Complaints should be made in the first instance to the Class Teacher who will inform the SENCo.
- The SENCo will then endeavour to resolve this complaint alongside parents / carers informally.
- If parents remain dissatisfied they should speak or write to the Headteacher.
- Following this, if they are still worried or dissatisfied they should put their complaint in writing to the governor with responsibility for SEN within 3 months from the incident.

This year we had 0 number of complaints that were dealt with.

Further information regarding complaints can be found in the 'Winterton C of E Infants' School Complaints Policy' and 'Winterton C of E Infants' School Complaints Procedure' on our school website.

Challenges this year

This year challenges for our school have included:

- Staffing due to unforeseen staff illnesses and this has impacted on the stability of provision for some children and the progress they have made.
- Developing strategies to support and manage children presenting with specific medical needs, without additional funding attached.
- Developing strategies for increasing attendance of non-statutory children with SEND.
- Changes in leadership and, as of January 2019, the joining of two schools into the Winterton Federation.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Further developing in-class support to maximise the progress of all children. Class teachers, with the support of the SENCo, to ensure that all interventions are timed, rigorous, appropriate and effective.
- An even more rigorous monitoring system for monitoring interventions within school and the impact they are having on the children who access them.
- Applying for two EHCP plans.
- Continuing to address training needs that arise throughout the year.
- Making amendments to policies and reports in line with the guidance provided by the local authority and also changes in our school practice.
- SENCo to meet termly with SEND governor to discuss needs in school and updates.

Relevant school policies underpinning this SEN Information Report include:

- Special Educational Needs and Disability (SEND) Policy
- Supporting Pupils at School with Medical Conditions Policy
- Equality and Diversity Policy
- Accessibility Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005