



WINTON PRIMARY SCHOOL
OSWALD ROAD
BOURNEMOUTH
BH9 2TG

Information Report for Children with Special Educational Needs and/or Disabilities (SEND)

*To inspire, motivate and challenge all children
so that they become confident, caring,
respected citizens and lifelong learners*

Winton Primary is one of the largest primary schools in Bournemouth. We are a four form entry school and can accommodate 840 children. We currently have 12 children in the school with Education, Health and Care Plans (EHCPs).

Our aim is to provide a secure, happy environment where your child will learn and grow into a confident, well rounded person. We hope to foster an enquiring mind and a love of learning by offering a balanced curriculum delivered by excellent teachers in a stimulating environment. A strong partnership between home and school will provide the firm foundation upon which your child can continue to grow.

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Students with special educational needs but without an EHCP must be treated as fairly as all other applicants for admission.' (CoP 1:33)

Our admission policy can be found by following the link below.

<http://www.wintonprimary.bournemouth.sch.uk/admissions>

Our school has a Special Educational Needs Co-ordinator (SENCo) who is responsible for the management of provision and support for identified pupils with SEND. They will also coach and support teachers and other staff to enable them to provide the appropriate assessment and focussed provision for children in their class with SEND.

At Winton we are deeply committed to providing the very best start to a child's education and ensuring they move to the next stage of their learning as well prepared as possible for future challenges. Our commitment to inclusion includes provision for children with Special Educational Needs, including physical difficulties.

How will you know if my child needs extra help?

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with nursery / previous school
- Child performing below age expected levels
- Concerns raised by parent
- Through termly pupil progress meetings held between teacher / Assistant Head teacher / SENCo / Head teacher
- Concerns raised by teacher for example the child's behaviour in school, low self-esteem which is affecting performance
- Health diagnosis through paediatrician / doctor

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and records areas where there are areas of improvement and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods including National Curriculum levels and the Foundation Stage Profiles.

Children who are not making expected progress are identified through our termly Pupil Progress meetings with the class teacher, Assistant head, SENCo and Head. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

What should I do if I think my child may have special educational needs?

Talk to us – firstly contact your child's class teacher. If you require more information contact our SENCo or the Head teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. We want to work together to achieve the best outcomes for your child.

How will the staff support my child?

Our SENCo will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

The school offers many different forms of additional provision. This can include: additional in-class support; additional out-of-class support; one-to-one support;

flexible groupings (including small group work); access to specific resources; mentoring; counselling; and access to a wide range of outside agencies. Additional provision is overseen by the school's SENCo and is designed and implemented by our teachers, ably supported by teaching assistants. Any additional provision depends on the needs of the child.

How will the curriculum be matched to my child's needs?

Our main approach to ensuring all children's needs are met is quality first teaching where lessons are differentiated to children's varying abilities. All the work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. However, on occasions this work can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Funding is put in place to provide additional resources, where required, to ensure that all children are able to access the curriculum.

How do we know if the support or strategies used have had an impact?

Typically, a child with Special Educational Needs and/or Disabilities will have an IEP (Individual Education Plan) or an IBP (Individual Behaviour Plan) which sets out targets that are currently being worked on and what additional provision is put in place for that child. The content of the IEP or IBP is negotiated, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our Parental Consultation Evenings.

For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control). The targets depend on the needs of the child.

We can use targets to monitor pupil's progress academically against national / age expected levels and update or adjust their IEP. This may involve updating their plan using smaller steps or using a different approach to ensure progress is made.

Children may be removed from the SEND register when they are achieving at an appropriate level and have made sufficient progress. Children who require support in terms of their acquisition of English are not considered SEND pupils but as they may require additional support their needs are reflected in our local offer.

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

The class teacher will meet with parents at least twice a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress. The SENCo is available to discuss further information and offer support in more detail.

We offer an open door policy where you are welcome to make an appointment to meet either the class teacher or SENCo and discuss how your child is getting on at any time. We can offer advice and practical ways that can help your child at home. Our Pastoral Support Worker meets regularly with parents to support them with their

child's needs both in and outside of school. We also run support groups and courses for parents.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

If your child has complex SEND they may have an EHC Plan (Education and Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

What support will there be for my child's overall well-being?

We are an inclusive school, we welcome and celebrate diversity. All our staff appreciate the importance of children having high self-esteem in order to achieve positive well-being.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENCo for further advice and support. This may involve working alongside outside agencies.
- The school has teaching assistants who work with vulnerable children throughout the school day. They are able to deliver Emotional Literacy sessions under the direction of the SENCo and class teacher.
- Our PSHE lessons (Personal, Social, Health Education) teach children about emotions and relationships. The programme of study are planned around the three key themes; Relationships, Living in the Wider World and Health and Wellbeing.
- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office to discuss this and complete the 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or medicines that are required for a long-term illness such as asthma and diabetes. In such cases a Health Care Plan may be put in place according to the directions of the School Nurse.
- School will generally not take responsibility for other medicines such as cough medicines; however, we may be able to administer prescribed medicines following discussions with parents.
- Our Pastoral Support worker works with families who are experiencing difficult circumstances such as divorce or separation, relationship and friendship difficulties or a reluctance to attend school. She is able to signpost families to different courses or support.

What specialist services and expertise are available at or accessed by Winton Primary School?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

EP (Educational Psychologist); **Learning Support** (advice from a teacher with a specialist qualification in specific learning difficulties); **Health** including the **School Nurse**; **General Practitioners**; **CAMHS** (Child and Adult Mental Health Services); **Paediatricians**; **OT** (Occupational Therapist), **PT** (Physiotherapist); **H&VIS** (Hearing and Vision Impaired Services); **Education Welfare Services** (attendance); **OUTREACH** (a service from local specialist provision school) and **SALT** (Speech & Language Therapy Service).

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

What training have staff had or going to have?

Staff have access to regular as part of our school development plan. Staff have accessed school-based training in delivering reading and spelling / phonics programmes, reading and writing interventions, Maths workshops, EAL support and Emotional Literacy Sessions. Other specialist training is accessed to support children with individual needs from SALT, OUTREACH, EP or BCP Workforce Development.

As a staff we have regular training and updates of SEND conditions, Medication use (Anaphylaxis and Epipen use) and resources / interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

What are the Governor's Responsibilities?

The Governors monitor the strategic implementation of SEND, the progress of pupils with SEND as well as the appropriate use of resources to ensure every child has access to learning and achieves well. They also ensure that all equality legislation is adhered to and every child is included successfully and provided with an education that meets their needs.

How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all to be included on school trips. Additional support and special arrangements will be made to ensure every child can access all areas of our curriculum safely. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. It may be appropriate that the school asks you to participate in an off-site visit to support your child along with their designated adult. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

Winton Primary School is a single storey flat site, providing access for pupils with disabilities, with appropriate toilet facilities. The playground is fully enclosed and flat. and can be accessed by wheelchair. Many of our classrooms have been adapted to cater for Hearing Impaired children. The school operates an equal opportunities and inclusion policy.

Any other resources needed for access may be assessed by Occupational Therapy and Physiotherapy in order for us to ensure ease of access and safety for all. We also work closely with the school nurse when a child requires assistance with Intimate Care.

How will Winton Primary School prepare and support my child to join the school and then transfer to secondary school?

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

- We may need to write a Transition Booklet (a personalised book of photographs and text) to ease the transition for pupils with high anxiety and communication difficulties.
- School / Parents may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate pupil concerns.

Many of our 'feeder' secondary schools run a programme specifically to aid transition for the more vulnerable pupils. BCP hold Year 6 – Year 7 transition event which our SENCo attends each year to ensure that the Year 7 staff at each school are informed of the needs of any pupils with SEND.

We liaise closely with other schools when receiving and transferring children to ensure all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs, then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

How are resources allocated and matched to children's special educational needs?

We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available. We will often allocate Teaching Assistants who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Pastoral Support Plan (PSP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps identify the reasons why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

How is the decision made about what type and how much support my child will receive?

The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

How are parents involved in the school? How can I be involved?

We welcome the support and help of all our parents. Whether it is helping on school trips, talking to children about their job, coming into school each week to hear children read, supporting the teacher in classrooms, assisting in R time activities or helping run activities with launch days for a new topic, it is all very much appreciated.

In addition to a bank of volunteers, we have an active Parent and Friends Association (PFA) who run regular fundraising events such as discos, cake sales, Christmas and Summer Fayres.

If you would like to be involved in any way, please contact the school office.

Special Educational Needs Coordinator (SENCo): Kate James
Special Educational Needs Link Governor: Amy Watt

Glossary of terms

CAMHS	Child and Adult Mental Health Services
EHCP	Education Health Care Plan
ELS	Emotional Literacy Support
EWS	Education Welfare Services (attendance)
H&VIS	Hearing and Vision Impaired Services
IEP	Individual Education Plan
IBP	Individual Behaviour Plan
LA	Local Authority
LS	Learning Support
OT	Occupational Therapist
PT	Physiotherapist
PSP	Pastoral Support Plan
SALT	Speech & Language Therapy Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Co-ordinator
TA	Teaching Assistant

BCP Local Offer

<https://fid.bcpCouncil.gov.uk/send-local-offer/information/accessibility-send-local-offer>

Information for parents

<https://fid.bcpCouncil.gov.uk/family-information-directory/directory/schools-and-learning/advice-support/school-life/sendiaass4bcp>

