



Winterton Church of England Infants' School

SEND Information Report

2023 - 2024

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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. (Reference: Teaching & Learning Policy)

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 and closely monitored and enable 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 will be carried out by the classroom teacher and teaching assistant.*
- *Outcomes of any support will be closely monitored by the classroom teacher and SENCo.*
- *Support will be 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 half 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.*

SEND Needs:

Children and young people's SEND 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*
- *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*
- *Visual timetables*
- *Precision teaching (e.g. common exception words, numbers)*
- *Workstations to improve concentration and focus*

3. Social, emotional and mental health

- *Educational Psychology consultations and recommendations*
- *Well-being one-to-one support*
- *Break-out spaces*
- *Access to the Pastoral Team / Mental Health Champions*
- *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 2022)

As of September 2022, we had 23 children or young people receiving some form of SEN Support, one of whom has 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 (either in-house or externally led).
- Liaison with external agencies to review progress towards targets (e.g. Speech and Language therapy).
- An allocated slot on the weekly staff meeting agenda to discuss any concerns and / or share ideas and support colleagues.

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-SEN Support Plan/EHCP reviews	<ul style="list-style-type: none">- Children with an IOP or pupils with an EHCP.- SENDCo- Class teacher/one to one teaching assistant	Termly
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 listed as SEND Support or pupils with an EHCP.- SENCo	Termly (with informal conversations and/or meetings on-going throughout the academic year)
Parent voice – questionnaire	<ul style="list-style-type: none">- Parents / carers of children listed as SEND Support or pupils with an EHCP.	Yearly
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">- SENDCo- Pastoral team- Parents/carers	As and when necessary
Parents/carers Early Help reviews	<ul style="list-style-type: none">- SENDCo- Pastoral team- Parents/carers- 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 review	<ul style="list-style-type: none"> - Parents / carers of children with an EHCP - SENCo External agencies (where required)	Annually
SEND Coffee mornings	<ul style="list-style-type: none"> - SEND - Pastoral - Parents - External agencies 	Half termly

In order to maximise the potential for liaising and consulting with children and their parents / carers termly SEN Support Plans will be sent home and shared with parents.

Staff development

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

The designated Special Needs Coordinator for our school is Mrs Sue Waters. She has completed the National Award for SEND

BCo from Bishop Grosseteste University.

This year, the following training has been completed:

- All teaching staff accessed training on SEND provided by the schools SENCo to recap on the Code of Practice and systems in place within school, focussing on provision maps.
- All staff have accessed safeguarding training, provided by the Pastoral Manager.
- Other members of staff have completed Children's Mental Health, Behaviour that Challenges and Mental Health First Aid.
- Members of staff have attended physical disability training with Stuart Pattison.
- The SENDCo has attended an on-line update on Mental Health.
- The SENDCo has attended termly network meetings and good to great meetings and has fed back relevant information into our everyday practice.
- All staff have received basic diabetic training.
- All staff have received epilepsy training, delivered by Andy Marshall.
- All EYFS staff have completed behavioural training, delivered by Sarah Wilson-Clark.
- Members of staff have attended smart target training and will feed back relevant information to all relevant staff.

Further staff training around ASD, ADHD will be delivered September 2023 by the ASET Team.

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 to lead speech and language and occupational therapy 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 including EHCP funding, Inclusion and exceptional funding.

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
- Physical Disability team
- Complex Behaviour Support Team
- Behavioural Support Team
- Autism Spectrum Education Team (ASET)
- School Nursing Team
- St Luke's outreach worker
- Local providers, e.g. Panda Play
- Behavioural Support Team (BST)

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, we worked with our feeder partner(s) to welcome one child with special educational needs or disabilities and we supported one child with transition to the next phase in education or to a different school.

Our approach involved:

- Meetings with the feeder partner SENCo
- Meetings with the SENCo(s) of the next phase / different school
- Exchange of pupil documentation
- New to school parent's meeting (feeder school)
- Individual pupil transition timetables
- New to school parental information and views sheet (feeder school)

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

Complaints

Our complaints procedure is as follows:

- 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.
- 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.

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

Further information regarding complaints can be found in the 'WIS Complaints Policy' 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.
- COVID19 still continues to effect the progress which some children have made over the last two academic years.
- Developing strategies to support and manage children presenting with specific learning difficulties, without additional funding attached.
- Ensuring that in ALL classes the teacher provides interventions to SEND and lower ability children and not just the teaching assistants. This maintains rigour and that these children are being supported by the most qualified adults.
- Staff training around specific needs including ASD and Diabetes
- The continued vast rise of SEND pupils (especially SALT, ASD, ADHD)

Further development

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

- To continue to liaise termly with the business manager with regards to SEND funding arrangements in order to assess the impact of provision.
- To implement the new SEN Support plans for all SEND children (excluding S&L)
- To continue to monitor that individual outcomes are being accessed across the curriculum within the classroom, as well as through interventions.
- The use of the 1-10 continuum to assess SEND children with the Foundation Stage.
- To continue to liaise with teachers in regards to SEND training. Implement appropriate training/outside agencies around ASD, ADHD and dyslexia as these are areas that are becoming more common.
- To continue to ensure that all new staff know where to access information on the medical needs and SEND needs of children in school (ScholarPack/SharePoint) and continue to ensure new procedures are implemented re: administering medication at school.
- Continue to ensure that work is accessible to all SEND pupils but also provides challenge.
- Continue to access relevant CPD and attend meetings in regard to updates (Good to Great, Action and Reflection, Network Meetings).
- To implement a new provision map for all children across the federation.

Relevant school policies underpinning this SEND Information Report include:

- Special Educational Needs and Disability (SEND) Policy
- Supporting Pupils at School with Medical Conditions Policy
- Accessibility Plan
- Equality and Diversity Plan
- Equality Policy 2016

Legislative Acts taken into account when compiling this report include:

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

Send Information Report reviewed by: Sue Waters

Send Information Report review date: September 2024