

**Special Educational Needs (SEN) Information Report 2019-2020**

*NOTE: where 'school' is referred to, please read Winklebury Infant and Junior Schools*

**1. Introduction**

The Federation of Winklebury Infant and Junior Schools comprises Winklebury Infant School and Winklebury Junior School. The schools are inclusive mainstream schools and are on the same site. They operate under the leadership of one Head of Federation and one governing body and provision for special educational needs is led by our Special Educational Needs Co-ordinator (SENCo), Miss Helena Walker who works across both schools. We do not have additional provision for special educational needs in the form of resourced provision.

You can contact Miss Walker by:

- telephoning the Federation Admin Office on 01256 323244;
- e-mailing the Federation Admin Office through the link on our website [www.winkleburyfederation.com](http://www.winkleburyfederation.com)

Please note: throughout the report, the term 'parents' also encompasses 'carers' or 'legal guardians'

**2. How does the school know if my child needs extra help and what do I do if I think my child has special educational needs?**

At Winklebury Infant and Junior Schools children are identified as having SEN through a variety of ways including the following:-

- Liaison with previous educational settings including our Year R and Year 3 induction procedures
- Liaison with parents where concerns have been raised
- Liaison with support agencies external to school where concerns have been raised with these agencies outside school
- Concerns raised by classroom staff in any area of learning or personal development
- Concerns raised at pupil progress meetings where a child is not making expected academic progress
- Routine diagnostic testing including dyslexia screening in Year R and reading and spelling in the junior years
- Additional diagnostic testing undertaken by the SENCo if concerns are raised about an individual child
- Outcomes of routine target and intervention provision

Once a child is identified as having a special educational need he/she is included on our Special Educational Needs Register which is reviewed termly by teachers and the SENCo. We also operate an early identification system so that children who do not meet the national criteria for inclusion on the register have their additional needs provided for and monitored.

If you think your child has special educational needs, talk to us. We have an open door policy so please contact your child's classteacher or the SENCo in the first instance. They will listen to your concerns and agree with you the next steps towards identifying and making any necessary provision for your child. This may involve working with support agencies external to school for example Speech and Language Service, Educational Psychology Service, Primary Behaviour Support, CAMHs, health. If you as a family require support, we may involve our Parent Support Adviser.

**3. How will both the school and I know how my child is doing and how will you help me to support my child's learning?**

The school:

- Pupil progress meetings every half term between teachers and the leadership team to discuss the progress of all children against age related expectations.
- Termly reviews of Personal Learning Plans (PLP) and Personal Support Plans (PSP) between teachers and the SENCo, involving the leadership team where required (these plans are reviewed more regularly if circumstances require it).
- Reports to the SENCo and leadership team half termly of the impact of target and intervention work to ensure children with special educational needs are making expected progress in relation to their starting points.
- Reports from support agencies external to school.
- Routine testing.

- Pupil conferencing.
- Regular internal School Performance Data Reports are shared with the governing body so that governors can evaluate the effectiveness and impact of provision for special educational needs and make informed decisions about the allocation of funds for special educational needs. Confidentiality is respected and no child is identified individually.
- Annual school performance information which compares our schools' performance with schools nationally and locally, provided by Ofsted and the Local Authority. This includes the performance of children with special educational needs. Confidentiality is respected and no child is identified individually.

Parents:

- Routine classroom procedures for example the Home: School book in the infant years.
- Termly parental consultations with teachers.
- Parents have a copy of their child's PLP or PSP which details support that parents can provide for their child at home.
- Meetings with SENCo where the school or parent has identified this will be beneficial for your child.
- Where relevant, regular reviews of your child's Education Health Care Plan (EHC), Inclusion Partnership Agreement (IPA) or SENSEA funding.
- Informal conversations as part of our open door policy – we will contact parents with any concerns and encourage parents to do the same for us. We also celebrate success and progress in this way.
- Termly curriculum booklets so that all parents know what their child is learning in school.
- Regular curriculum workshops to help parents support their child's learning.
- Parent Information Library which gives information about services available to parents.

**4. How will the school staff support my child?**

- In the classroom teachers provide carefully matched learning opportunities for children, including those with special educational needs.
- In the classroom teachers may provide small group support for children with special educational needs or, in some cases, individual support.
- The schools run target and intervention programmes run by Learning Support Assistants matched to individual pupil need.
- Individual support may be provided by a Learning Support Assistant outside the classroom for children with a specific special educational need such as speech and language, motor skills, social and emotional development.

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

- Higher quality teaching and learning in all classrooms which includes learning opportunities matched to the needs of all children.
- Deployment of Learning Support Assistants.
- Provision of Wave 2 interventions through target and intervention groups.
- Provision of Wave 3 interventions through individual programmes to meet a child's specific need.

**6. How is the decision made about what type of, and how much, support my child will receive?**

- The governing body is responsible for allocating funds from the schools' delegated budgets to support children with special educational needs.
- The Head of Federation is responsible for ensuring provision is made for children with special educational needs within the budget available.
- Support is targeted to ensure children can access the curriculum and make expected progress in their learning.

This support may take the form of:

- a. target and intervention work delivered in small groups by Learning Support Assistants;
- b. specific support programmes such as speech and language, motor skills and nurture delivered by Learning Support Assistants in small groups or individually;
- c. small group support in the classroom setting delivered by the classteacher or Learning Support Assistant;
- d. 1:1 where a child's need is complex.

## **7. How will my child be included in activities outside the classroom including school trips?**

- Our aim, in line with our mission statement, is to include all children in all school activities during and outside of the school day, including those with special educational needs. Where required and possible, we will make all necessary adjustments in order to include all children.
- If our risk assessment of an activity highlights concerns about a child's behaviour which may put the child or other children and the adults at risk, this will be discussed with you as a parent and it may be necessary to make alternative arrangements for your child for that specific activity.

## **8. What support will there be for my child's overall well-being?**

### A. Pastoral, medical and social support:

- In line with our mission statement, we are inclusive schools and provide for the holistic development of all children.
- The class teachers have overall responsibility for the pastoral, medical and social care of every child in their class.
- If further support is required the class teacher liaises with the SENCo or Head of Federation for further advice and guidance.
- The Head of Federation, in liaison with the parent, makes a decision about the level and nature of support required. This may take the form of:
  - a. ELSA (Emotional Literacy Support Assistant) sessions;
  - b. Nurture Group provision;
  - c. inclusion in a social skills group;
  - d. inclusion in programmes run by the ELSA and Parent Support Adviser to include keeping safe, personal care, emotional development;
  - e. liaison with support agencies external to school for example PBS, CAMHs, Health
  - f. family support provided by our Parent Support Adviser or the national Supporting Families Programme.

### B. The administration of medicines and personal care:

- The federation has a policy regarding the administration and managing of medicines – available on the website.
- Parents need to contact the classteacher or admin team if medication is recommended by health professionals to be taken during the school day – the relevant paperwork will need to be completed before the schools can undertake the administration of any medicines or like products.
- Staff have regular training and updates of conditions and medication affecting individual children.
- Where personal care is required for an individual, care plans are drawn up in liaison with health professionals and parents.

### C. Support for behaviour, avoiding exclusion and increasing attendance

- As a federation we have a positive approach to behaviour management through a system that is clear and consistent across both schools.
- If a child has challenging behaviours a Personal Support Plan will be drawn up by the SENCo in liaison with the child, parents and classroom staff. This will be reviewed on a regular basis to ensure support and provision meets the child's needs. Where a child's behaviours become a barrier to their learning and cannot be successfully managed within the mainstream classroom setting, referrals will be made to support agencies. We do everything possible to include all children and make use of internal exclusion measures to prevent fixed term exclusions from school whenever possible. We believe it is vital that children attend school regularly and on time to ensure they can make the most of all learning opportunities presented. Attendance of every child is monitored through the rigorous application of our attendance monitoring policy and procedures. Punctuality is also monitored very closely. All instances of poor attendance and/or punctuality are dealt with in a timely manner by the admin team, classroom staff and the leadership team.

## **9. What training is provided for staff supporting children with special educational needs and disabilities?**

- Trained SENCo and Learning Support Assistants in nurture group provision.
- Trained Learning Support Assistants in speech and language provision including Narrative Therapy.
- Each school has a trained Emotional Literacy Support Assistant.

- Each school has a trained FEIPs (Framework for Enhanced Pastoral Support) practitioner.
- Each school has staff trained in physical restraint.
- Classroom staff have received training in:
  - a. ASD;
  - b. literacy and maths interventions;
  - c. speech and language development;
  - d. behaviour management;
  - e. attachment theory;
  - f. medical conditions such as anaphylaxis, diabetes and epilepsy.

#### **10. How accessible is the school, both indoors and outdoors?**

- Wherever possible, adjustments are made to ensure any adult or child with a disability is able to access school activities together with the whole school community.
- The infant school is all on one level. There are no ramps and the building can be accessed by wheelchairs through specified entrance points. Some entrances to classrooms cannot be accessed by wheelchair users internally and there is a step to the outside classroom doors.
- The junior school is built on two levels and only the ground floor is accessible to wheelchair users through specified entrance points.
- Children with English as an additional language are supported through liaison with the Ethnic Minority and Traveller Achievement Service (EMTAS).
- The schools do not have hearing loops.
- Disabled car parking is available on site for both schools.
- The federation grounds are accessible via three of the four entry points – the fourth entry point has steps with a handrail.

#### **11. How are parents currently involved in the school? How can I get involved and who do I contact for further information?**

- We actively encourage parents to become involved in the life of the school and we work in partnership with parents in the best interests of the children. We operate effective induction procedures for parents and children.
- All parents are automatically members of our School Association and can join the committee if places are available and they wish to do so.
- We welcome parents as voluntary helpers.
- We expect parents to attend parental consultations twice a year.
- We expect parents to support their child's learning at home through our homework policy – for children with special educational needs, homework is differentiated and matched to the child's need.
- Parents are involved in meetings and reviews with support agencies external to school.
- Parents are involved in reviews of PLPs, PSPs, IPAs, SENSAs and Education Health Care Plans (EHCP).
- In the first instance further information can be given by the Federation Admin Team by calling 01256 323244 or e-mailing via the federation website [www.winkleburyfederation.com](http://www.winkleburyfederation.com)

#### **12. What steps should I take if I have a concern about the schools' provision for special educational needs and disabilities?**

- If parents wish to discuss a matter about their child's special educational needs, the first point of contact is the classteacher.
- The classteacher or parent may then decide that contact with the SENCo would be beneficial and Mrs Forsey would make contact with the parent.
- If there is a complex matter to be discussed or the concern cannot be resolved, the SENCo will involve the Head of Federation who will then arrange to meet with the parent. If the matter cannot be resolved at an initial meeting, the federation's Complaints Policy may be invoked.
- At all stages the aim is to resolve any issue as quickly as possible and to the satisfaction of all parties.
- Parents may also contact Support for SEND - [www3.hants.gov.uk/childrens-services/special-needs/support4send.htm](http://www3.hants.gov.uk/childrens-services/special-needs/support4send.htm) or Independent Parental Special Education Advice (IPSEA) - [www.ipsea.org.uk](http://www.ipsea.org.uk)

#### **13. What specialist services and expertise are available or accessed by the school?**

- Experienced SENCo
- Parent Support Adviser
- Speech and Language Service
- Primary Behaviour Service
- Educational Psychology Service
- Health including School Nurse, GPs and paediatricians
- Clinical Psychology Service
- CAMHs
- Locality Team
- Social Care

**14. Who should I contact if I am considering whether my child should join the school?**

- Contact the Federation Admin Office on 01256 323244 or send an e-mail to [adminoffice@winklebury-inf.hants.sch.uk](mailto:adminoffice@winklebury-inf.hants.sch.uk) or [adminoffice@winklebury-jun.hants.sch.uk](mailto:adminoffice@winklebury-jun.hants.sch.uk)

**15. How will the schools prepare and support my child to join the federation and transfer to a new school at the end of their infant and/or junior years?**

- If children join us at the start of year R or Year 3 as part of the normal admissions round, there are comprehensive induction procedures for both parents and children.
- For parents of children with special educational needs, there may be additional transition meetings with parents, previous educational setting(s) and support agencies if they are involved.
- If children join us part way through the school year or join a year group outside of Year R or Year 3, induction procedures are matched to the need of the family and where we are admitting a child with special educational needs, we will follow the procedures outlined above.
- When our children transfer from our infant school to our junior school and when our Year 6 children transfer to secondary school, we have comprehensive transition procedures including liaison with receiving educational settings.
- If a child with special educational needs requires additional transition meetings or visits, or an Inclusion Partnership Agreement, we will broker these requirements.

**16. How will my child be able to contribute their views?**

- We are Rights Respecting schools where we value and celebrate each child's right to express their views on all aspects of school life. Children are encouraged to offer their opinions through:
  - a. class charters;
  - b. School Councils;
  - c. pupil conferencing;
  - d. ownership of their learning;
  - e. PLP and PSP targets;
  - f. annual pupil surveys;
  - g. open door policy of all staff members.
- If your child has an IPA, SENSA funding or EHCP their views will be sought before review meetings.

**17. Where can I get further information about services for my child?**

- Further information can be found by accessing Hampshire's Local Offer site.

**Report reviewed by: SENCo**

**Date: September 2018**

**Signed: (Chair of Governors)**