



WINNERSH PRIMARY SCHOOL

Special Educational Needs and Disabilities Information Report

1. Our Approach to Teaching Learners with Special Educational Needs and Disabilities (SEND)

At Winnersh Primary School, we believe in participation for all. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach, please refer to our Teaching and Learning Policy.

We aim to create a learning environment which is flexible enough to meet the needs of all the children and, in doing so, we endeavour to identify their particular learning style. Children learn through seeing (visual learning style), hearing (auditory learning style) and doing (kinaesthetic learning style). Many children use a combination of learning styles and some lean towards relying on one in particular. Through observations and assessments, the characteristics of the preferred learning style can be identified and then used to support the child in the way in which they learn best. Our approach is to tailor learning opportunities so that they are accessible to all the children through effective planning and differentiation of lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels.

We monitor the progress of all learners, and our staff continually assesses that learning and progress are taking place. Setting high expectations for all pupils, including those with SEND, is an essential practice to ensure good progress in learning. We maintain high expectations which leads to improved outcomes for all pupils.

2. What Types of SEND does Winnersh Primary make Provision for?

Winnersh Primary School is a large mainstream primary school with 14 classes.

Many children experience difficulties in learning at some time during their education. If these difficulties are significantly greater than the majority of children of the same age, or they have a disability which hinders their use of educational facilities provided for the age group, then they are considered to have Special Educational Needs.

Some children may need support over a long period of time, whilst others may only need a temporary boost.

For all children at Winnersh Primary School, teaching will be adapted to suit their needs. Their needs may be in the area of:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and/or physical difficulties.

3. How does Winnersh Primary School identify a Child's Special Educational Needs?

Identifying a child's needs involves using a range of information such as:

- National Curriculum expectations.
- Scores from standardised reading, spelling or mathematics tests or other diagnostic assessment scores.
- Year 1 Phonics Screening Check outcomes.
- Analysis of the pupil's work.
- Observations of the pupil.
- Feedback from discussions with parents, pupils and staff.
- Attendance and behaviour data.
- Information from external agencies.
- Evidence of the impact of provision already tried.

On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress. If teachers have any concerns regarding a child in their class, they discuss these concerns with the child's parents and with the SENDCo. If necessary, the child may be added to the SEND Register at the 'SEND Support' level so that their progress can be closely monitored and additional support can be put in place as necessary.

The Class Teacher and/or the SENDCo may carry out some further formal assessments to identify key areas to target and to support the process of evaluating the effectiveness of any interventions that are put in place. Such assessments used by our school include:

- GL Phonological Assessment Battery.
- York Assessment of Reading for Comprehension.
- Sandwell Early Numeracy Test.
- Neale Analysis of Reading Ability.
- Salford Reading Test.
- HAST – 2 Helen Arkell Spelling Test.
- Comprehensive Test of Phonological Processing (CTOPP-2).
- Test of Memory and Learning (TOMAL 2).

These assessments are sometimes repeated following an intervention programme to evaluate whether progress has been made.

4. How do we Support your Child?

If a pupil is identified as requiring SEND support, we will make provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. A graduated response is adopted as part of the **Assess, Plan, Do, Review** model outlined in the government's SEND Code of Practice.

Assess	The class teachers and, if necessary, the SENDCo or professionals from external agencies, assess the needs of the individual.
Plan	We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet these outcomes.
Do	We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
Review	We evaluate the impact of the support provided and consider whether changes to the support need to be made.

5. Who Supports Children with SEND at Winnersh Primary School?

People who Support Children with SEND at Winnersh Primary School	
Person	Summary of Responsibilities
The Class Teacher	<ul style="list-style-type: none"> Identifying and planning any additional support needed Adapting and differentiating the curriculum Monitoring progress Ensuring that all members of staff support a child's needs Making sure that the school's SEND Policy is followed for all the pupils with any SEND in his/her class
Class-Based LSAs	<ul style="list-style-type: none"> With guidance from the class teacher, working with and supporting children with their learning Delivering a programme developed by a specialist e.g. speech and language support
The SENDCo	<ul style="list-style-type: none"> Coordinating provision for children with SEND, and developing the school's SEND Policy to ensure all children get a consistent, high quality response to meeting their needs Ensuring that the teachers keep parents informed and involved in supporting their child's development Checking that the support plans are efficient and effective Liaising with professionals who may come into school to support children's learning e.g. Speech and Language Therapist, Educational Psychologist Providing specialist support for teachers and support staff in school so that they can help children to achieve their potential Preparing a request for an Educational, Health and Care Plan where needed Organising training for staff so they are aware and confident about how to meet the needs of children with SEND Liaising with parents of children with SEND Ensuring that the school keeps the records of all pupils with SEND up to date
Phase Leaders	<ul style="list-style-type: none"> Monitor children's progress through the phase

Nurture Support Assistants	<ul style="list-style-type: none"> • Providing emotional support and wellbeing • Developing social skills and social development • Promoting skills such as resilience, and relationships with others • Building confidence and self-esteem
The Headteacher	<ul style="list-style-type: none"> • Managing all aspects of the school, including the support for children with SEND • Ensuring that the Governing Body is kept up to date about all issues in the school relating to SEND
The SEND Governor	<ul style="list-style-type: none"> • Liaising with the SENDCo to ensure that the school has an up to date SEND Policy • Checking that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Checking that the school's funding is appropriately spent • Visiting the school in order to understand and monitor the support given to children with SEND

6. How do we Find out if the Support is Effective?

Reviewing the attainment and progress of pupils with SEND is part of the whole-school system and will take into account progress towards targets set. Pupil Progress Meetings take place termly and the meeting is attended by the class teacher, SENDCo and a member of the Senior Leadership Team. The teachers are also required to document the progress of their pupils on a computer-based assessment programme and this data is analysed and reviewed termly. As part of high quality, inclusive teaching, the teachers will be reviewing smaller step targets for their SEND pupils on a regular basis and this will be recorded on their support plans. This will conclude with a termly review with parents, the SENDCo and other appropriate professionals if necessary. The review discussion will enable all involved to reach a judgement about the overall progress the child has made and what actions will need to follow to ensure progress is sustained or accelerated further. For those children who do not have an IEP/support plan, systems are in place to communicate with parents the progress they have made in line with the 'assess, plan, do, review' cycle.

Parents are given an opportunity to discuss their child's progress at the Parents' Meetings held in the Autumn and Spring terms. The SENDCo is also available at these meetings for appointments. At the end of the year, the SENDCo provides a written comment for the child's annual report on the progress made overall regarding the interventions that have been undertaken.

For children with Education Health Care Plans (EHCPs), we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to do so. We use a range of practical and visual strategies to support children who find it difficult to express their views verbally.

7. How is the School Supported by External Agencies?

We have strong links with a range of education, health and social care professionals who can support the process of assessment, target-setting and ensuring that the needs of children with SEND are appropriately met.

This includes working with:

- Educational Psychologists
- Speech and Language Therapists (SLT): We have a SLT who develops Speech and Language Plans for children in our school. She holds a triage meeting usually on a termly basis to discuss progress and any current concerns for children needing external SLT support. She continues to see those children who have SLT on their EHCP.
- Medical practitioners including paediatricians and the Child and Adolescent Mental Health Service (CAMHS).
- Foundry College which provides behaviour support, outreach and training to meet the needs of local schools.
- Social workers from Wokingham Council and other Local Authorities.
- SEND professionals who set up a 'surgery' in the school once a term to meet with teachers and offer advice on how to best support children with SEND.

8. Staff Development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school in the following areas:

- Nurture Assistants have completed a course in Targeted Mental Health in Schools
- All staff have had basic awareness level training in autism and precision teaching
- LSAs are trained to support the particular needs of the children they work with, such as ADHD support
- All staff have attended safeguarding training
- All staff have received Prevent training – online training for anti-radicalisation
- SENDCo and the Senior Leadership Team have all completed the Child Protection Course for Designated Teachers
- ASSIST Training has been accessed for various members of staff - EarlyBird programme, Supporting Emotions workshop, EarlyBird Healthy Minds programme, Autism Awareness course.
- Phonics Training
- SLT training on how to use Colourful Semantics.
- SENDCo holds a Level 5 Dyslexia teaching certificate from the BDA.
- SENDCO holds a Level 7 Diploma from the BDA which allows her to assess and diagnose specific learning difficulties.
- SENDCo and all Early Years staff have completed an online accreditation training course to support children with HI (Hearing Impairment)
- Winnersh Primary School is part of a Mental Health Project which is dedicated to improving the emotional wellbeing and mental health of children.
- All staff have been trained in Therapeutic Thinking
- Some staff are trained in Levels 1 and 2 of Makaton

9. How is Support Provided to Children whose Learning Needs are More Severe, Complex and Potentially Lifelong?

If, despite the good classroom teaching, the intervention groups and referrals to outside agencies and support that the school has provided from its own resources, a child needs further or more specialist support, the school can recommend that the Local Authority (LA) makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and full details can be found on the LA based Local Offer, Wokingham website.

This application is done in full partnership with parents and the child concerned. After the request is made, the LA will decide whether the child's needs, as described in the paperwork provided, are sufficient to need a statutory assessment.

If this is the case, they will ask the parents and all the professionals involved with the child to write a report, to which the child contributes, outlining the child's needs and how they will be met and the long and short term outcomes that are being sought.

If the needs are not believed to be severe enough, the LA will recommend that the school continues with the SEND support and it will provide further support to the parents and the school to ensure the child's needs are met

After the reports have been sent in and an EHCP has been agreed to, the plan will be prepared in collaboration with the parents and child. It is called an Education, Health and Care Plan because it brings together all the educational, health and social care needs that a child may have in one plan.

The school makes its best effort to put in place the support identified in the plan.

The progress that each child makes with the support is regularly reviewed and changed accordingly.

10. How Can I Let the School Know that I am Concerned about my Child's Progress in School?

If you have any concerns, we recommend that you speak to your child's teacher initially, and at the earliest opportunity. If you are not happy that the concerns are being managed and feel that your child is still not making progress, you should contact the SENDCo, Phase Leader or Headteacher. If you continue to have concerns, you can speak to the SEND Governor.

11. How does Winnersh Primary Prepare Children with SEND for Joining the School or Transferring to Another School? What are the Arrangements for Supporting Children with SEND when they Move Between Classes?

Change can be challenging for all children, particularly children with SEND. Therefore, at Winnersh Primary we have lots of procedures to support the transition of children with SEND as they join our school, move to new classes within the school or transfer to new schools.

a. Joining our School:

We work closely with pre-school settings to support the successful transition of all children as they begin their school journey with us in Foundation. Our Foundation teachers visit the children in their pre-school setting and the children come into school for story times and some stay and play visits. In order to support children and families of children with SEND, we also hold transition meetings in the term before the children start school with the SENDCo, parents, representatives from the pre-school setting and any other professionals that are supporting

the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school. At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits. Children with SEND could begin on a part-time basis for the first few weeks in Foundation. We liaise closely with parents of children with SEND to help them to decide when their child is ready to come to school on a full-time basis.

If your child with SEND is joining Winnersh Primary School part-way through their school career, we will arrange for you to meet with the SENDCo and possibly the Deputy Headteacher and Phase Leader to discuss your child's needs. We also liaise with your child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support your child's transition to us.

b. Moving Through Year Groups:

We have a structured transition programme to support children as they move between classes, year groups or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND. All children are given the opportunity to spend a morning with their new class teacher. Where necessary, children with SEND make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and are given photo-books of their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

c. Transferring to New School:

Moving on to secondary school can be an exciting but daunting time for all children so, at Winnersh Primary School, we ensure that the children are well-prepared for the transition. We have good links with the local Secondary Schools including Special Schools within the area. For children with an EHCP, the SENDCo from the secondary school will be invited to the Year 6 Annual Review. This gives parents the opportunity to find out how the school will be able to support their child through the transition and beyond. Most of the local secondary schools run a 'vulnerable transition' program and the SENDCo, in consultation with parents, suggests children that would benefit from this extra support. Where necessary, further additional support arrangements, such as extra visits and transition projects, can be put in place to support a successful transition to secondary education.

12. How is a Child's Emotional and Social Development and Wellbeing Supported at Winnersh Primary School?

At Winnersh Primary School, we believe that pupils achieve best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children also experience setbacks or challenges and we are committed to supporting them with these.

a. Social Development Within the Classroom:

We will endeavour to use everyday classroom practices to help children to become aware of how they are feeling and how their choices impact on the emotional wellbeing of others. For children who need some extra support, we will explicitly model and teach social skills such as turn-taking and sharing. We will follow expert guidance to support the social development of children with autism and social communication difficulties.

We will follow the principles from Therapeutic Thinking to support children with developing a therapeutic approach to behaviour.

There may be some children who need a more individualised approach when dealing with their behaviour. For these children, a targeted ‘therapeutic plan’ will be drawn up in consultation with both the parent and the child. Strategies will be specific to the needs of the child and may include alternative provision during unstructured times, an individualised or life skills style curriculum and/or further additional protective consequences. (see Behaviour Policy).

b. Emotional Support:

We will provide pastoral support through Nurture Programmes which are delivered by our Nurture Support Assistants. Through these programmes the school will promote skills such as resilience and build self-esteem and confidence. We will guide children in their relationships with others and promote the need for mutual respect. We will respond promptly and effectively to issues of bullying. (See Anti-Bullying Policy)

c. Nurturing Opportunities:

At lunchtimes, children who need some extra emotional support have the opportunity to attend a variety of lunchtime clubs run by teachers and the SENDCo.

13. Equalities Statement

We note that we are required to have due regard to the public sector equality duty under section 149(1) Equality Act 2010 when exercising our function. We do not consider any issues which arise from this policy would have any negative impacts on equality and we have considered appropriately the need to advance equality and foster good relations.

Report Last Reviewed:	July 2024
Review Period:	Annually
Approval Minuted:	
Date of Next Review:	July 2025
Reviewing Governor Committee:	T, L & A

HISTORY OF AMENDMENTS FROM NOVEMBER 2014 - SCHOOL OWNED POLICY
Page 2 – Tests used to ascertain spelling and reading ages
Page 2 – Reference to Pupil Passport
Page 3 – additional SEN LSA has been employed since September 2014
– SENCo to develop Pupil Passports
- Key Stage changed to Phase
Page 4 – Removed “we are going to develop Pupil Profiles”
- Removed “Primary Cluster Parenting & Family Support Practitioner” as an example of external agency support because this has been discontinued by the LA
Page 5 – Training courses added

Page 6 – Reception transition visits increased from one to three

HISTORY OF AMENDMENTS FROM NOVEMBER 2015 - SCHOOL OWNED POLICY

Page 3 – one teacher for additional support as opposed to two

Page 3 – Nurture Support Assistants listed as support for children with SEN

Page 3 – Information about LSA to be used exclusively for speech and language support across the school

Page 4 – Speech and Language LSA added to table of people who support SEN

Page 4 – Information about SENCo’s availability at Parent Meetings added

Page 4 – Information about annual reports on SEN provision provided

Page 5 – Training courses added

HISTORY OF AMENDMENTS FROM NOVEMBER 2016 - SCHOOL OWNED POLICY

Page 2 – removal of WellComm speech and Language Toolkit for the Early Years

Page 2 – Removal of Primary EAL Assessment pack

Page 3- information about speech and language TA and the accredited Elklan course that she has done

Page 3 – inclusion of ‘delivering some intervention programmes such as Tracks’ as part of SENCo’s role.

Page 7 – two teaching assistants delivering emotional support, not three

HISTORY OF AMENDMENTS FROM JANUARY 2018 - SCHOOL OWNED POLICY - Statutory

Oct 2018

Page 2 – removal of paragraph under How do we support your child?

Page 3 – inclusion of the sentence ‘We also have an additional room called ‘The Starlight Hub’ which is used to do some additional work with smaller groups of children including those with SEN.

Page 5 – removal of deputy head attending well being conference in London and Mental Health training.

HISTORY OF AMENDMENTS FROM JULY 2018 - SCHOOL OWNED POLICY - Statutory

July 2018

Page 1 – change from 15 classes to 14 classes

Page 3- include sentence ‘mainly in the upper phase’

Page 5 – cross out Makaton, handwriting course and the three INSETs, and Nurture course by Education services. Include sentence about Senco doing Level 5 specialist teaching certificate (Dyslexia)

HISTORY OF AMENDMENTS FROM JULY 2018 - SCHOOL OWNED POLICY - Statutory

July 2019 - Equalities Statement added and references changed from SEN to SEND and SENCo to SENDCo.

July 2020 - P6 included SENDCo’s additional qualifications and details of the Mental Health Support Project.

HISTORY OF AMENDMENTS FROM JULY 2020 - SCHOOL OWNED POLICY - Statutory

July 2021- P2, Section 3 – added on CTOPP 2 assessment test and TOMAL 2 assessment test. Removed Vernon spelling test

July 2021 - P3, Section 5- whole first paragraph removed.

In box of section 5 (Who supports SEND children at Winnersh), taken out SEND LSAs and Speech and

Language LSA sections from table.
July 2021 – P5, Section 6. SENDCO no longer completes full annual SEND reports- changed to ‘the SENDCO provides a written comment which feeds into the child’s annual report. P5 – section 9 – taken out CYPIT and Professionals from the Local Children’s Centre P5 – section 10 – taken out SALT LSA gained Elklan qualification, the writing course for bilingual pupils
July 2021- P 6, Section 10. Added SENDCO’s Level 7 SpLD Diploma. P6 – Section 13 a - Joining our school section – took out 3 separate visits and replaced with ‘some stay and play visits’
July 2021- None

HISTORY OF AMENDMENTS FROM JULY 2021 - SCHOOL OWNED POLICY - Statutory (all changes have been underlined for ease of reference) (all deletions have been struck through)
July 2022 – Section 10 (Staff development) – inclusion of the Therapeutic Thinking training and the Team Teach training.
July 2022 – Section 13 (transferring to new school) – Removal of sentence about SENDCO holding a meeting with secondary schools for children at SEND support. Inclusion of sentences to explain about secondary school’s vulnerable transition programmes.
July 2022 – Section 14a (social development within the classrooms) – removal of that paragraph and alternative paragraph has been inserted to include Therapeutic Thinking.
July 2022 – Section 14b (emotional support) – removal of that paragraph and alternative paragraph has been included to explain about nurture assistants.
July 2023 – Section 6, deletion of sentence ‘These comments relate to children with exceptional needs and with whom the SEND Team work most.’
July 2023 – Section 9 removal of sentence about having a link EP. Removal of sentence about SLT visiting school on a termly basis. Inclusion of sentence to show that we now only have triage meetings.
July 2023 – Section 13 b removal of the word ‘day’ and changed to ‘morning’
July 2024 – p.3 removal of sentence ‘delivering some intervention programmes such as TRACKS.
July 2024 – section 6. Sentence added re: monitoring of children who do not have an IEP/support plan.
July 2024 -Under section 8, removal of ‘Team Teach’ training, ‘attachment disorder’ training, ‘epilepsy’ training, ‘diabetes support’, ‘enhanced training in autism’. Inclusion of Makaton training