

Winslow Church of England School Special Educational Needs and Disabilities Report September 2018



The School's approach to teaching

At Winslow we are committed to making sure that children who require additional support are well provided for. As such, staff receive regular update training on SEND provision and SEND across our school is coordinated by a highly skilled SENDCo who has National Accreditation.

We know that all children need different forms of support at various stages of their school career and we believe that each pupil has individual and unique ways to achieve their full potential.

Our school aims to be an inclusive school and adjustments are made to the learning environment and to the curriculum to ensure that children with Special Educational Needs can achieve as well as others in the school.

Our SEND Policy can be found here: www.winslow.bucks.sch.uk go to the 'About Us' section and then 'Important Documents'.

Explaining SEND

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for her or him. A child has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age or
- Has a disability which prevents or hinders them from making full use of educational facilities of a kind generally provided for children of the same age in school.
- Is under compulsory school age and falls within the definition above or would do so if special educational provision was not made for them.
- In addition, we identify special educational needs within the context of the usual differentiated curriculum within the school. Children are identified as having SEND if they are not making progress within a curriculum that:
 - Sets suitable learning challenges
 - Responds to pupils' diverse learning needs
 - Overcomes potential barriers to learning

We cater for pupils who experience difficulties in:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and /or Physical

Identification of pupils with SEND

We feel that it is vital that pupils with SEND are identified at an early stage. Each teacher at Winslow School is responsible for identifying pupils with SEND.

Pupils are identified and their needs determined through:

- Concerns raised by parents /carers or the child
- Liaison with previous schools and settings
- SENDCo's observations and assessments. The SENDCo analyses termly assessment data to identify students who are not meeting their targets
- Teachers' and LSA's observations
- Through screening procedures and diagnostic assessment

How we monitor provision

- In consultation with the pupil and parent /carer, a Special Educational Support Plan is produced by the class teacher and overseen by the SENDCo. These are reviewed termly. The Support Plans are used to show how support is targeted and the effectiveness of the intervention.
- Termly data and information from class teachers, parents and most importantly, the pupil, is all used to assess the effectiveness of the provision and the progress of pupils with SEND.

Pupils with medical needs

If a pupil has an additional medical need a detailed care plan will be compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff involved with the pupil and appropriate support is put in place.

The School's arrangements for consultation

- If parents have a concern relating to a specific subject or if the concern is pastoral, they should contact the Class Teacher in the first instant. Specific concerns which relate to the pupil's special educational need or disability should be raised with the SENDCo
- Each pupil who has been identified as having special needs will have a Special Educational Needs Support Plan, written in conjunction with them and their parent/carer.
- Some students being supported by an LSA will require more frequent communication with the parent/carer and it may be appropriate to use a communication diary.
- Parent Evenings are held twice a year, where parent / carers can meet with class teachers
- Parent open days are held termly with the SENDCo
- Pupils with EHC plans will have their plans reviewed on their annual review day
- Assessment data is sent out in the pupils' reports twice a year to inform parents/carers of their child's progress

Training for staff to help them support children with SEND

All professional development needs are identified through the school's appraisal system and the school improvement plan. We are committed to an on-going training programme for all staff to ensure that they are able to respond to the needs of all children with SEND.

- The SENDCo has gained the National Award for SEN Co-ordination
- The SENDCo holds regular training sessions to update staff as well as working on a 1:1 basis with staff to address specific training needs
- Specialist training has been accessed through the Specialist Teaching Service and the Educational Psychology Service.
- Individual staff have had further, or more specific training on how to support students with individual needs from specialists or through external training courses.

The Voice of the Child

As a school we value the views of all our children. We encourage children who require additional support to play an active role when planning support and provision.

Parents have an important role to play

We value parents' knowledge, views and first-hand experience and we see parents as active partners in the educational process. All parents are welcome to contact the SENDCo if they have any concerns about special educational provision.

The School's facilities

- The school's main buildings are DDA compliant
- The main buildings are accessible for wheelchair users
- Disabled parking bays are nearest to the school's reception to provide easier access for pupils and parent /carers
- Ramps are in place to allow access to areas where there would have been a raised curb or steps
- Personal Emergency Evacuation plans (PEEPS) are in put in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire

The School's partnerships

The school involves the following agencies, organisations and support services to meet the needs of pupils with SEND and their families.

- Child Protection Services
- Social Care
- CAMHS (Child and Adolescent Mental Health Service)
- Community Paediatrics
- Family Resilience
- Education and Welfare Officers
- Educational Psychology Service
- Cognition and Learning Service
- Speech and Language Service
- Educational Welfare Service
- Pupil referral Unit

- Teacher for visually impaired children
- Downs Support Team
- School Nursing Team
- County SEND Team

The School's arrangements for students with SEND transferring between other education providers

We are aware that the provision for SEND in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition stage between phases as smooth as possible for pupils.

The School's arrangements are:

- Foundation Stage teachers arrange home visits in the term prior to pupils starting in reception.
- Each year group holds an information meeting for parents whose children are moving into a new year in the Summer term
- Staff from feeder secondary schools visit the school during the summer term annually to discuss Year 6 pupils prior to transfer
- Any child with an Educational Health and Care Plan in year 6 will have had a Transfer Review meeting during the summer term while in Year 5 to discuss the parent's preferences of secondary school placement
- Enhanced transition offered to children in Year 6

The School's key contacts:

Kate Rigby: SENDCo

- Email: krigby2@bucksqfl.org.uk
- Tel: 01296 712296

Mrs Caroline Colmer: Head Teacher

- Email head@winslow.bucks.sch.uk
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The School's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire County is available at:

www.bucksfamilyinfo.org/localoffer