



SEN Information Report

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Status: Approved	Approved by: Full Governing Body 31.01.19	
Last Updated: Jan 2019	Next Review: January 2020	Version: 1.0

Special Education Needs Provision for Children at Winsor Primary School



As part of the Children and Families Act 2013, Local Authorities are required to publish a **'Local Offer'** which sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is available on the Newham Website and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the Local offer for **Winsor Primary School**. It describes the arrangements we make that are 'additional and 'different' for pupils with SEN. This information has been produced together with parents, carers and our children and young people and will be reviewed annually.

The following information outlines the support and provision pupils with SEN can expect at **Winsor Primary School**.

Winsor Primary School carries the IQM award, and more recently the Centre of Excellence for Inclusion.

Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. An **inclusive school** is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters. **The IQM process provides a complete picture of what is happening in a school.**

Our Vision and Aims

School Vision

We aspire to be:

1. A school community that values every day, every lesson, every opportunity and everyone.
2. A safe nurturing learning community that empowers ambition, resilience and compassion.
3. A school that provides a wide range of creative experiences that inspires excellence, a sense of awe and wonder and a thirst for knowledge.
4. An entire school community that models high expectations, moral responsibility and a sense of pride, enabling our pupils to make informed decisions about their health and well-being and ensure that they are prepared for life beyond school.
5. A responsive, reflective and supported staff who are motivated to inspire future generations.
6. A school celebrated for innovation, integrity and soul.
7. A community that embraces Winsor's motto: BE THE DIFFERENCE

Our school values:

- Determination
- Respect
- Responsibility
- Enjoyment
- Collaboration

The Winsor School Offer

ALL pupils will access:

- Quality First Teaching appropriately differentiated to meet the needs of every pupil
- A varied curriculum
- Interventions that close the gaps in learning
- Reasonable adjustments where necessary
- After school clubs and educational visits
- A nurturing environment

Some pupils with additional SEN needs will access:

- Small group or 1:1 targeted interventions
- Additional adult support
- Individualised target setting
- Personalised progress tracking and assessment of need
- Support from specialist staff

A **few** pupils with complex or significant needs will access:

- Input from external agencies
- Interventions (internal or external)
- Additional adult support
- High Needs Funding
- Access to specialist off-site activities
- Individualised timetables
- Support plans

More information about Winsor Primary School's Offer of SEN provision:

How does the school know when a pupil has learning difficulties or special educational needs?

- Information provided by parents
- Information gathered from home visits
- Concerns raised by the class teacher
- Discussions at pupil progress meetings
- Initial admissions form in which need/concern stated
- Information/report from external professionals/agencies
- Specific assessments, e.g. for other interventions
- Tracking of pupil's attainment and rate of progress
- Pupil performing well below age expected levels

How is the curriculum matched to pupil's needs?

- A creative and culturally inclusive curriculum
- Differentiation in curriculum planning and delivery in the classroom
- A variety of teaching strategies
- Multisensory learning opportunities to support different learning styles
- Visual timetables
- Additional adult support (small group or 1:1)
- Intervention groups to close gaps
- Individualised curriculum for children with SEN
- Accessing specialist resources and equipment
- Tapping into the expertise from other schools, e.g. Eleanor Smith
- Following the recommendations provided by external professionals
- The use of peripatetic teachers - PE, music
- Using individual targets and support plans to support planning and resourcing

How is support organised for pupils with identified special educational needs?

- Staff deployment is carefully considered and organised well in advance of the new school year followed by regular review
- Teaching Assistant skills matched to pupils needs
- Support organised to take account of advice and from outside agencies
- Appropriately trained teaching assistants (TAs) are allocated to work with pupils in small groups or on a 1:1 basis
- Pupils who have High Needs Funding are supported through 1:1 adult support for whole or part of the day.
- Appropriate training provided for staff to meet the needs of all children.

How does the school know whether pupils are making progress?

- Teachers' knowledge of attainment and progress within their class
- Tracking of pupils' attainment and rate of progress
- Termly pupil progress meetings
- Good communication amongst all school staff
- Assessment for learning within classes on a daily basis
- Termly assessment data
- EYFS pupil profiles document progress through observation and annotations
- B-squared data
- Provision mapping and reviewing
- Monitoring of lesson observations, learning walks, planning and book scrutiny by the senior leadership team (SLT)
- Individual reviews of progress through support plans and local authority annual review systems
- Feedback from parents/carers
- Pupil feedback
- Evaluations from agencies working with the school.
- Staff and parent surveys

How are parents/carers informed about how their child is doing?

- Parents' Evenings
- Termly reviews to target set and review progress with school staff, parents/carers and the pupil
- Annual Review meetings for those with High Needs Funding, Statements or EHC Plans
- Annual Report to Parents
- Meetings with advisory teachers and therapists
- Copies of reports from advisory teachers and therapists
- Informal meetings to update parents
- Parents and carers welcomed into school with prompt access to teachers and other members of staff
- SLT members visible and available at the beginning and end of the school day
- Attendance meetings
- Home/school logs – two way dialogue
- Phone calls home
- Celebratory certificates and messages sent home by post

How are decisions made about how much support individual pupils receive?

- Small group support in class as identified by the class teacher
- 1:1 support for pupils in receipt of High Needs Funding (whole or part of the day)
- Recommendations from external agencies involved with the pupil
- Discussions/ review meetings with parents/carers and professionals
- Termly Pupil Progress Meetings
- Tracking of pupils' attainment and rate of progress

How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

- Termly review meetings
- Annual review meetings
- Copies of reports from advisory teachers and therapists
- Review meetings with external professionals
- Meetings with the SENCo and/or class teacher when needed

What expertise and training do the staff who support SEN pupils have?

Continuing Professional Development (CPD) for all staff is planned and agreed by the Leadership Team

Staff receive training in the following ways:

- In-house training
- Local authority training
- Induction for new staff and NQTs
- Training shared between schools as part of school alliances
- Training delivered by external professionals to meet the needs of individual pupils
- Training delivered by external professionals to support behaviour strategies
- First Aid and other medical training as advised by the school nurse
- The SEN lead is an Assistant Head Teacher, qualified SENCo and Thrive practitioner

Winsor staff have received training in the following areas:

- a wide range of training to support teaching and learning
- to support speech and language development (often delivered by a qualified speech and language therapist)
- Whole staff Safeguarding Awareness training.
- Team Teach training (Physical Restraint)
- NHS Newham Talk Now project for baseline nursery assessment of language need.
- Staff training for phonics – RWI and Fresh Start programme.
- Whole staff Looked After Children (LAC) awareness.
- Classroom behaviour strategies
- Joint LA – school to school support network. Share expertise two-way process.
- Autism workshop
- SCERTS training (to support emotional regulation)
- Signalong
- To support staff and pupil development of computing and ICT use, including E-Safety

- First Aid and specific medical needs
- Thrive to support the developmental needs of pupils
- To support the development of leadership skills
- To support the development of staff leading in specific areas
- Training specific to identified needs, including Sensory music, Story massage, Messy Play, often delivered by external professionals

How are parents involved at Winsor?

Positive parent involvement and good communication are vital for the success of all children.

- Admission Welcome Booklets/ School Prospectus
- Flyers and invitations to school and local community events, including Parents' Evenings, Celebration Evening and special assemblies
- Weekly newsletter to parents
- Letters and phone calls to individual parents
- Questionnaires
- Support plan and Annual reviews
- Parent workshops and coffee mornings to share information or provide training
- Triple P (parenting skills) training
- Inviting parents/carers into the classroom
- Parents as volunteers for school visits or support with reading
- Asking for the support of bilingual parents in the classroom, e.g. story sessions, cultural events
- Attending meeting to support their child's needs
- Parent Teacher Association (PTA) supports the school at events and helps raise funds for the school

What specialist support or services does the school access for pupils with SEN?

- LCIS (Language, Communication and Interaction Service)
- BSS (Behaviour Support Services)
- CNDS (Complex Needs and Dyslexia Service)
- EPS (Educational Psychology Service)
- NHS Speech and Language Therapy Service
- NHS community Occupational Therapy/Physiotherapy Services
- NCFCS (Newham Child and Family Consultation Service)
- DAC (Development Advisory Clinic)
- CDS (Child Development Service)
- Sensory Service
- Home Tuition Service
- Eleanor Smith School (part time placements for Pupils with EBSD)
- Social Care Services including The Disability Team
- Reintegration into Education Team – exclusion provision
- School nurse
- Nurses specialising in specific medical needs (especially diabetes, asthma and epilepsy)
- School Counsellor
- Attendance Management Officer
- SEN Assessment and Commissioning Officer
- Newham Triage
- Local GPs
- The Metropolitan Police

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

- The site is on ground level
- Ramps to classes allow for ease of access
- New build works allow physical access inside and outside
- Main entrance counter lowered to account for eye level of wheelchair users
- Hygiene and sensory room

- Disabled toilets
- Medical room

What arrangements are made to support pupils with SEN taking part in school visits and/or after school activities?

- Pre-visits undertaken by school staff
- Risk assessments written by key staff and then authorised by Visit Lead
- Some children may require extra support and preparation before the visit, e.g. photographs
- Staff knowledge of specific medical needs
- Trained first aiders to attend visits
- Use of accessible places and transport
- Extra adult support where needed
- Pre-visit meeting with parents
- Reasonable adjustments where necessary
- Occasionally a parent/carer may need to accompany their child as a health and safety consideration
- 1:1 support provided to ensure accessibility to breakfast club and after school clubs

How will the school prepare and support pupils who are transferring to a new school or are joining Winsor?

Pupils transferring from another school:

- Liaison with previous school/discussion with SENCo
- Admissions meeting (to complete relevant documents)
- Meeting with SENCo (parents/carers and pupil)
- SENCo familiarisation through discussions and perusing professional reports
- Staggered admission programme/transition visits prior to starting

Pupils transferring to another school:

- Transition visits to the new secondary (or alternative primary) schools for some pupils, especially those with more complex or significant needs

- Transition booklets created for some pupils with more complex or significant needs with photos and information about the new school
- SEN Secondary Transition meeting to share information about relevant pupils transferring to secondary schools (SENCo with Year 6 staff representative)
- Year 6 Annual Review meetings for those with High Needs Funding (secondary colleagues invited)
- Year 5 Annual Review Meetings (attended by Local Authority member) with focus on Secondary School choices
- Transition to Secondary School intervention programme for identified pupils (with Speech & Language Therapist support)

How does the school prepare their pupils for their next stage of education and for adult life?

- Transition visit to new schools, including secondary transfers
- Extra transition visits set up for pupils with complex or significant needs
- Transition booklets created for some pupils with more complex or significant needs with photos and information about the new school
- Follow advice and recommendations from advisory teachers and therapists
- Life skills developed as part of individualised learning for identified pupils
- Y6/Y7 transition projects
- PSHE drug awareness/Sex Education/E-safety
- Educational visits that raise expectations and experiences towards adulthood, e.g. residential visits, college and university visits
- Additional school responsibilities
- Secondary school Saturday club (where available)
- Visits from key speakers that pupils can relate to or be inspired by e.g. Authors/poets born in Newham
- Author workshops

How does the School support pupils' overall well-being?

We are embracing Thrive at Winsor. This approach addresses emotional and developmental needs, builds resilience and decreases the risk of mental health issues thus preparing and equipping pupils on their journey to be successful learners.

Our Inclusion Manager is a Thrive practitioner. Our two learning mentors are currently in training to support her in embedding this approach at Winsor.

Who can parents/carers contact to talk to about their child's special educational needs?

- the Class Teacher
- the Inclusion Manager (Sunita Widlake)
- the Deputy Head Teacher (Louise Hepple)
- our Buy-In Speech and Language Therapist (Zainab Issa)

Who can parents/carers contact if they have a complaint about the SEN provision in the school?

- the Class Teacher
- the Inclusion Manager (Sunita Widlake)
- Deputy Head Teacher (Louise Hepple)
- Head Teacher (James Dawson)

For more information about the SEN provision at our school you can access the following documents on the school's website:

- The Equality Duty
- Accessibility Policy
- Safeguarding Policy
- Positive Handling Policy

- Inclusion Policy
- Medical Conditions Policy
- Intimate Care Policy

