

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.**

Winsor Primary School Strategic Plan

Enjoy and Achieve

- To provide a high level of opportunity for creative teaching and learning by ensuring the curriculum is presented in a way that will excite pupils and develop enquiring minds that aspire to high standards.
- To provide a range of creative experiences that will allow pupils to use their imagination purposefully and will develop their knowledge and understanding.
- To engage the pupils in the learning process by allowing them to have a say in what will be taught within topics (hooking them in).
- To develop the use of ICT skills for everyday learning.
- To ensure that planning, monitoring, assessment and review processes contribute effectively to the learning of the pupils and that progress can be tracked year on year.
- All learning environments are stimulating, clean, and tidy and fit for purpose.

Make a Positive Contribution

- To have high expectations for attainment and behaviour, using a range of positive behaviour strategies and interactive opportunities.
- Pupils understand and contribute to their learning targets, takes some responsibility for their progress.
- Pupil voice is developed to have a meaningful role through groups such as school council.
- To develop the ability to co-operate with others.
- To develop an understanding of caring for others in a range of ways.
- To develop ways to involve parents in meaningful activities that will support their child's education.

Be Healthy

- To provide opportunities that will encourage our pupils to make positive choices regarding their own well being.
- To continue to develop extended school opportunities.
- To develop a wide range of sporting provision that has both fun and competitive elements.

Be Safe

- To provide a safe, supportive and caring environment for all within the school.
- To work with pupils, parents, staff, governors and other stakeholders to develop the school premises safely.

Achieve Economic Well Being

- To promote aspiration within the school community.
- To make positive links with the local community to enable them to be supportive and/or involved with the school.
- To develop enterprise opportunities for pupils.
- To work in partnership with others, eg: other local schools and businesses.
- To have good financial control that ensures best value for money.

The diagram on the next page illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

The Winsor School Offer

ALL pupils will access: (Wave 1)

- *High quality teaching and learning*
- *An interesting and differentiated creative and culturally inclusive curriculum*
- *Differentiated curriculum*
- *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- *Assessment for learning*
- *Personalised target setting*
- *After-school clubs and educational visits*
- *A nurturing environment*

Some pupils with additional SEN needs will access: (Wave 2)

- *Differentiated curriculum*
- *Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum.*
- *Targeted interventions and support matched to need*
- *Access to additional adult support for group-work and/or specific tasks, e.g. support within the classroom, intervention groups, speech and language groups, Literacy Intervention Groups or 1:1, social groups, behavioural support, booster groups, etc.)*
- *Support from a Learning Mentor, Speech and Language Therapist, Dyslexia Specialist teacher, Family Support Worker or School Counsellor .*

A few pupils with complex or significant needs will access: (Wave 3)

- *Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum.*
- *Individualised target setting*
- *Access to specialist services and therapists*
- *Access to specialist programmes from advisory teachers and therapists, e.g. speech and language programmes, literacy /dyslexia programmes, speech and language groups, occupational therapy, physiotherapy, etc.*
- *Small group or 1:1 additional adult support*
- *A personalised timetable (this could include additional educational visits)*



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?

- Teachers expressing a concern to the SENCO, teachers then log
- Discussions at pupil progress meetings
- Concerns raised by parents/carers
- Initial admissions form in which need/concern stated
- Information/report from other professional, medical, etc.
- Specific assessments, e.g. for other interventions
- Tracking of pupil's attainment and rate of progress
- Inclusion meetings

How is the curriculum matched to pupil's needs?

- A creative and culturally inclusive curriculum
- Differentiation in curriculum planning and delivery in the classroom
- Differentiation of task
- A variety of teaching strategies
- Multisensory learning opportunities to support different learning styles
- Visual timetables
- Additional adult support (small group or 1:1)
- Grouping for teaching purposes within the class, mixed gender, race, religion and ability
- Intervention groups - RWI, speech and language, Colourful semantics, spelling made easy, Freshstart, Gifted and Talented, Lego Therapy, RM maths, social skills, Attention Autism and self-esteem groups
- Individualised curriculum for children with SEN
- Individual targets
- Accessing specialist resources/expertise from other schools eg Eleanor Smith/ Reintegration into Education Team/LCIS/CFCS
- Additional equipment/resources provided to meet individual needs
- Wide range of after-school clubs
- Use of strategies as recommended by advisory teachers and therapists

- Additional activities from Pupil Premium funding for identified pupils
- Special arrangements for tests and SATs
- The use of peripatetic teachers- PE ,music
- Support Plans
- Behaviour Support Plan

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

- Staff deployment is organised well in advance of the new school year with careful consideration as to which staff will work with classes, groups and individual pupils.
- Provision map-allocate resources to year groups and individual pupils against pupil progress
- Teaching Assistant skills matched to pupils needs
- Termly monitoring and review of allocation
- Support organised to take account of advice from outside agency specialist
- Appropriately trained teaching assistants (TAs) are allocated to work with pupils in small groups in class, with intervention groups, teaching wave 3 interventions or supporting pupils 1:1.
- 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 children.
- Targeted use of pupil premium
- SEN resources managed and maintained by Inclusion manager and SENCO,
- Budget approved and monitored by Governors and Head Teacher

How does the school know whether pupils are making progress?

We use these activities/systems to measure impact. Evidence and data is measured against targets. (Our main targets for inclusion can be found in our SDP, Inclusion Plan and Equality Duty plan):

- Teachers' knowledge of attainment and progress within the class on an ongoing basis
- Tracking of pupils' attainment and rate of progress
- Termly pupil progress meetings
- Good communication amongst all school staff
- SLT regularly in classes working with pupils and teachers
- Assessment for learning - children evaluate their own learning and receive feedback in marking
- Half termly tracking of progress for target children
- Termly assessment data for classes and intervention groups
- EYFS pupil profiles document progress through observation and annotations. Parental involvement in children's records
- B-squared data
- Provision mapping and reviewing
- Monitoring- lesson observations, learning walks, planning and book scrutiny by SMT and SLT
- Individual reviews of progress through support plans, PSPs, LA annual review systems
- Cycle of monitoring and review of action plans and policies
- Qualitative data/ evaluations
- Feedback from parents/carers
- Pupil voice/feedback/ questionnaire/School Council.
- Evaluations from agencies working with the school.
- Staff surveys/ needs analysis/ appraisal
- Termly and annual behaviour data
- Qualitative self-esteem data.
- Assemblies /performances/ classroom displays - ECAM concerts
- Governor's views are sought in relation to the School Development Plan and they are involved in policy making and review. They visit school and observe lessons. Postholders report to governors three times a year. They are kept informed about SEND, exclusions, PSP's and developments in the area of inclusion and equality.

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

- Parent/carer conferences
- Individual Support/Support Plans/Pastoral Support Plans/Behaviour Support Plans
- Annual Review meetings for those with High Needs Funding and/or Statements
- Annual Report to Parents
- Meetings with advisory teachers and therapists
- Copies of reports from advisory teachers and therapists
- Other more informal meetings
- Parents and carers welcomed in school with prompt access to teachers and SLT
- SLT in playground/school every day at the beginning and end of the school day
- Attendance meetings
- Home/school logs - two way dialogue
- Pastoral Support Plans, Behavior Support Plans

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

- Pupils who have High Needs Funding are supported through 1:1 adult support for whole or part of the day.
- Discussions/ review meetings with parents/carers and professionals.
- SENCo has termly meetings in SEN Locality Meetings and SENCo Network Meetings with fellow SENCos and other professionals.
- Fortnightly Inclusion Meetings in school
- Termly cluster presentation to LA and panel of SENCos to assess high needs funding level
- Termly Pupil Progress Meetings
- Recommendations from advisory teachers or therapists
- Tracking of pupils' attainment and rate of progress
- Class teachers also make decisions about support needed in class for specific purposes, e.g. if a pupil has struggled with a concept

How does the school know if the extra support is helping pupils to make progress?

- Tracking of pupils' attainment and rate of progress
Termly pupil progress meetings with class teacher
- Termly meetings to discuss impact of Intervention groups
- Teachers expressing a concern to the SENCo, then completing an Initial Concern Form
- Annual review of High needs/ Statement/Education Health Care Plan

How are parents/carers informed about their child's needs and what support they are receiving?

- Parent/carer conferences
- Letters home to inform parents of interventions
- Meetings with advisory teachers and therapists
- Copies of reports from advisory teachers and therapists
- Informal meetings with the SENCo and/or class teachers
- Annual reviews/PSPs/BSPs
- Meetings with Eleanor Smith/ Reintegration into Education Team.

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

- Parent/carer conferences (termly)
- Share support plans
- Annual Review meetings
- Copies of reports from advisory teachers and therapists
- Meetings with the SENCo and/or class teacher

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 and supports meeting the School Development Plan targets.

Staff receive training in the following ways:

- In-house training
- LA training

- Induction for new staff and NQTs
- Training shared between schools as part of School Alliances
- Advice on strategies, etc. by advisory teachers and therapists
- Training from outside agencies or providers
- SENCo provides suitable resources, advice and strategies.

Training opportunities to support inclusive practice

Staff:

- In house differentiation training.
- Our Speech and language Therapist has provided support staff with training for Box Clever and Out of the Box (Developing young children's talk), Colourful Semantics (developing grammar and the order of sentences) for individual and group language programmes.
- Whole staff Safeguarding Awareness training.
- Whole staff training from allocated Speech & Language Therapists - language acquisition and identifying pupils with language difficulties.
- Team Teach training (Physical Restraint)
- NHS Newham Talk Now project for baseline nursery assessment of language need.
- Support staff training for phonics - RWI and Freshstart 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 for teaching assistants.
- SCERTS training (emotional regulation)
- Signalong

How are parents involved at Winsor?

Positive parent involvement and good communication are vital for the success of all children, but is particularly important for children who are gifted and talented or those who have SEN.

- Admission Welcome Booklets/ School Prospectus
- Flyers and invitations to school and local community events including parents' evenings, celebration evening once a year and assemblies
- Weekly newsletter to parents
- Letters and phone calls. Letter to inform parents if their child is receiving extra support
- Questionnaires, support plans/annual reviews
- Training and special sessions linked to the curriculum
- Triple P (parenting skills) training
- Workshops - Understanding communication difficulties/ understanding sensory needs
- Sign posting parents to services including the LA Services for Newham children and Young People with SEN and Disabilities.
- Home /school logs
- The school website
- Parent workshops in the Parents' Centre

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

- LCIS (Language, Communication and Interaction Service including ASD specialists)
- BSS (Behaviour Support Services)
- CNDS (Complex Needs and Dyslexia Service)
- EP (Educational Psychology Service)
- NHS Speech and Language Therapy Service
- NHS community Occupational Therapy/Physiotherapy Services
- CFCS (Child and Family Consultation Service)
- DAC (Development Advisory Clinic)
- CDC (Child Development Centre)
- NHS Occupational Therapy 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

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

- Ramps to classes allowing for ease of access.
- New build works allow physical access inside and outside
- Main entrance counter lowered to account for eyelevel of wheel chair users
- Hygiene and sensory room
- Disabled toilets

What arrangements are made to support pupils with SEN taking part in after-school activities outside the classroom, including school journeys?

- Some children may require extra support and preparation before the visit, e.g. Photos or a pre-visit
- Use of accessible places and transport
- Winsor pupils are involved in planning risk assessments so that they are prepared for the visit, have considered any possible danger points and ways to keep safe
- Specific risk assessment considerations e.g. medical, adult support, transportation, e.g. on stairs, lifts, etc. or the use of a taxi
- A trained 1st Aider on each trip
- Differentiated activities
- Extra adult support
- On rare occasions, this may also include a parent/carer accompanying their child such as for health and safety considerations
- All pupils welcome at after school clubs

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

- Liaison with previous school/ learning and health support services
- Admissions meeting
- Use of bilingual staff
- Staggered admission programmes

- Transition visits to the new secondary (or alternative primary) schools for some pupils, especially those with more complex or significant needs
- Transition booklets are 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
- The Inclusion Manager or SENCo attend the SEN Secondary Transition meeting in June and discuss individual pupils with colleagues from their secondary schools, requesting that some pupils are placed with their friends to aid transition.
- Year 6 Annual Review meetings for those with High Needs Funding; secondary colleagues invited
- Secondary schools discussed thoroughly at year 5 Annual Review Meetings. SEN Assessment and Commissioning Lead Officer/Monitoring and Assessment Officer invited to the meeting to ensure local authority have a clear picture of the needs of the child regarding secondary placement.

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

- Inclusion Manger to attend the SEN Secondary Transition meeting and discuss individual pupils with colleagues from their secondary schools, requesting that some pupils are placed with their friends to aid transition
- Year 6 Annual Review meetings for those with High Needs Funding; secondary colleagues invited
- Transition visits to the new secondary schools for some pupils, especially those with more complex or significant needs, ideally with a friend
- Transition booklets are 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
- Some children with more complex needs may benefit from some life skills eg organizing their own equipment, using planners
- Y6/Y7 transition projects
- PSHE drug awareness/ sex education/e-safety

- Educational visits that raise expectations and experiences towards adulthood, e.g. residential trip, university
- Additional school responsibilities
- Secondary school Saturday club
- Brilliant Club
- Author workshops

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

- PSHE/Philosophy lessons and circle time activities
- Learning mentors (social/self-esteem/ positive interaction groups, individual sessions)
- Rigorous behaviour systems,
- Positive behaviour rewards, awards
- Attendance awards
- Playground peer mediators, play leaders
- Support from the learning mentor for mid-phase admissions
- School Counsellor
- Multi-agency meetings for vulnerable pupils
- Liaison with school nurse and health visitor
- Social care core groups and conferences
- Theatre performances to raise awareness
- After school clubs
- Healthy Eating projects
- Buddy systems in class
- Displays communicate school ethos
- House Captains, School Council
- SLT readily available for both parents/carers and children/ before and after school/ on duty /at lunchtime
- Anti-bullying week, Cultural week, Cyber bullying.
- Related School policies include: Equality Duty, Accessibility policy and scheme, Safeguarding, Inclusion, Anti-bullying and Behaviour. E-Safety, Intimate Care

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

Class teacher

Megan Auchère - Assistant Head Teacher for Inclusion

Sue Desouza - Safeguarding and Pastoral Manager

Christopher Hibbert - Learning Mentor

Susie Williams- Nurture group teacher and PPA teacher
Sam Hammond- Learning Mentor
Michelle Allen - Family Support Worker
Zainab Issa and Laura Roddis - Speech and Language Therapists
(Tuesday, Wednesday and Friday)
Althea Lewis- School Counsellor (Fridays only)
Local authority - SEN Assessment and Commissioning Lead
Officer/Monitoring and Assessment Officer
Newham Parent Partnership Service

The Web Building
49-51 The Broadway
Stratford
London
E15 4BQ
Tel: 0203 373 2871 ext 32871
Fax: 0208 472 7340

Beverley Hamilton - School Nurse
Local Authority SEN section - 02033737445
Parent partnership service - 02033732871
Behaviour Support Service- 02033730935
Language Communication Interaction Service - 02083254527
Complex Needs and Dyslexia Service - 02084752311
Educational Psychology Service - 02033732711
Child and Family Consultation Service - 0207055840
Speech and Language Therapy NHS - 02070596886
Key School documents can also be accessed on the School website and
MLE and include The Equality Duty (information about how the School is
compliant with its duties under the Equalities Act 2010, Anti-bullying
Policy, Inclusion Policy, Accessibility policy and Safeguarding Policy, also a
Statement of how the school premium allocation and plans to spend it in
the current year, and, for the previous year.

Parental concerns will usually be addressed to the child's class teacher.
Should a parent wish to make a complaint, they should be referred to the
Head Teacher, who will seek an informal resolution.

In the event of the complaint not being dealt with satisfactorily then the parent can contact the Link Governor for special needs to discuss the matter further. Working together the Head, Governors and parent should find a satisfactory solution to any problems (for further details see school procedures for dealing with complaints).

Here are some of the questions asked by our parents and carers about the SEN provision in our school:

What support will my child get?

How will you tell me about how my child is doing?

What qualifications do staff have to work with children with special Educational needs?

What training do staff get for teaching children with ASD?

What arrangements will be made so my child can go on school trips?

What do you do to help children who have had some disturbances in their lives?

What happens when my child goes to secondary school?

How can I find out about what support there will be when my child goes to secondary school?

Here are some of the questions asked by our children and young people about the SEN provision in our school:

- Why do some children do different things in class?
- Why does Mrs X help X?
- How does the school and teachers plan to help children with SEN?
- What happens in the playground for children with SEN?
- Why do children go in the special needs room?(sensory room)
- If children have SEN do they get extra support all the time?
- Do children with SEN go on special outings?
- What do you mean by special needs?
- Why do some children go to behaviour schools?
- Why do some children go out of class to work ?
- What do they do in their groups?
- Do children with SEN get to do every subject or do they miss out on some?