

Wintringham Primary Academy School Information Report

This information is for parents/carers of children who have Special Educational Needs and or Disabilities (SEND) and all those who support children with additional needs. It outlines the support and provision they can expect to receive, if they choose Wintringham Primary Academy for their children.

1. What kind of Special Educational Needs is provision made for?

Wintringham Primary Academy provides Nursery and Primary school education for pupils from 2 to Year 6. The school makes provision for pupils with difficulties in the four broad 'areas of need': Communication and Interaction, Cognition and Learning, Sensory and Physical difficulties and Social, Emotional and Mental Health difficulties.

We also have a small Enhanced Resource Base (ERB), the Lighthouse, for children with significant Social, Emotional and Mental Health Difficulties.

2. How do we identify that a child has Special Educational Needs?

The identification of children who have Special Educational Needs is built in to our overall approach for assessing and monitoring the progress of all pupils.

Class teachers make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age or starting point we will invite you to discuss this with the class teacher.

In some cases it will be the parent/ carer who first raises the possibility of SEN to the school. We will listen to your aspirations for your child and together with your child plan what to do next.

If you are concerned about your child you should, in the first instance, speak to their teacher. They will listen to your concerns and be able to explain how they support your child on a day to day basis and how you could help to support them. Together you will be able to decide how best to support your child.

There are many reasons why a child may be experiencing difficulties and many children need periods of extra support to help them at different points in their learning and it does not necessarily mean that they have special educational needs. Sometimes targeted support will be enough to address their difficulties.

3. How do we support pupils who have special educational needs?

Admissions

As a Trust we follow the School Admissions code 2014 and do not discriminate against or disadvantage disabled children or those with special educational needs.

What provision is available?

All pupils receive Quality First Teaching. This consists of quality teaching within an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that individual children's needs are met through careful differentiation, preparation of resources and scaffolds for learning. Planning and teaching is adapted on a daily basis to meet every child's learning needs. This ensures that all children have a positive experience, regardless of whether or not they have Special Educational Needs or Disabilities.

In Pre-School and Reception the children work both inside and outside, in small groups, pairs, individually and at times as whole class groups. PreSchool children are in one area of the school and Reception in another. Some activities are adult led, others are self directed. There is Teaching Assistant support at all times in both classes with some adult time specifically focused on addressing individual children's additional needs.

The year 1 and 2 classes (KS1) are taught through a combination of small classes (approximately half the class) for all English, Maths and Science plus key teaching input for other subject areas. In year 1 these are then consolidated and explored further in cross curricular activities both inside and outside. All learning is differentiated to both year group and need. In Key Stage 2 (year 3, 4, 5, 6) learning is differentiated according to need. All subjects are taught in class with additional TA support as appropriate. Teaching Assistants know which particular children need support and are used in one of two ways:

to support the group containing the child/ren needing support

or

to work with a group (as directed by the teacher) to release the teacher to work with the support group

Some children have specific additional needs for such things as fine motor skills, gross motor skills, letter recognition, number recognition, speech and language needs, sensory needs, behaviour and physical needs. There are targeted activities to meet these needs as well as a limited number of more

individual support programmes, such as 1:1 speech and language work or provision of a sensory diet.

Children with Education, Health and Care Plans are catered for within teacher's planning for individuals and groups and the structure of lessons is adapted to reflect this. At times this may involve a higher level of teaching assistant support in class for a minority of children who have very significant and complex special educational needs or disabilities. However this is provided as unobtrusively as possible with the TA most often working with a group and the identified child/ren also having a high level of support from the class teacher.

Children in the Lighthouse are taught in groups according to developmental level and access teaching in the main school in their appropriate year group where appropriate. There is a greater level of TA support for these children.

How will my child's progress be monitored?

Every child's progress is continually monitored by the class teacher, the Senior Leadership Team and the SENDCO. Progress is assessed formally every term and a stage of learning given in reading, writing, maths and science.

If a child is in Year 1 and above and engaged in subject specific study (ie Reading, Writing and Maths) but is working below the standard of national curriculum assessments, they are assessed using the Pre-Key Stage Standards. Children working below year 1 expectations in year 1, may also be assessed against Development Matters or the Cambridgeshire Early Years Development Journal. If a child has such significant and complex needs that they are not engaged in subject specific study, their progress may be assessed using the Engagement Model.

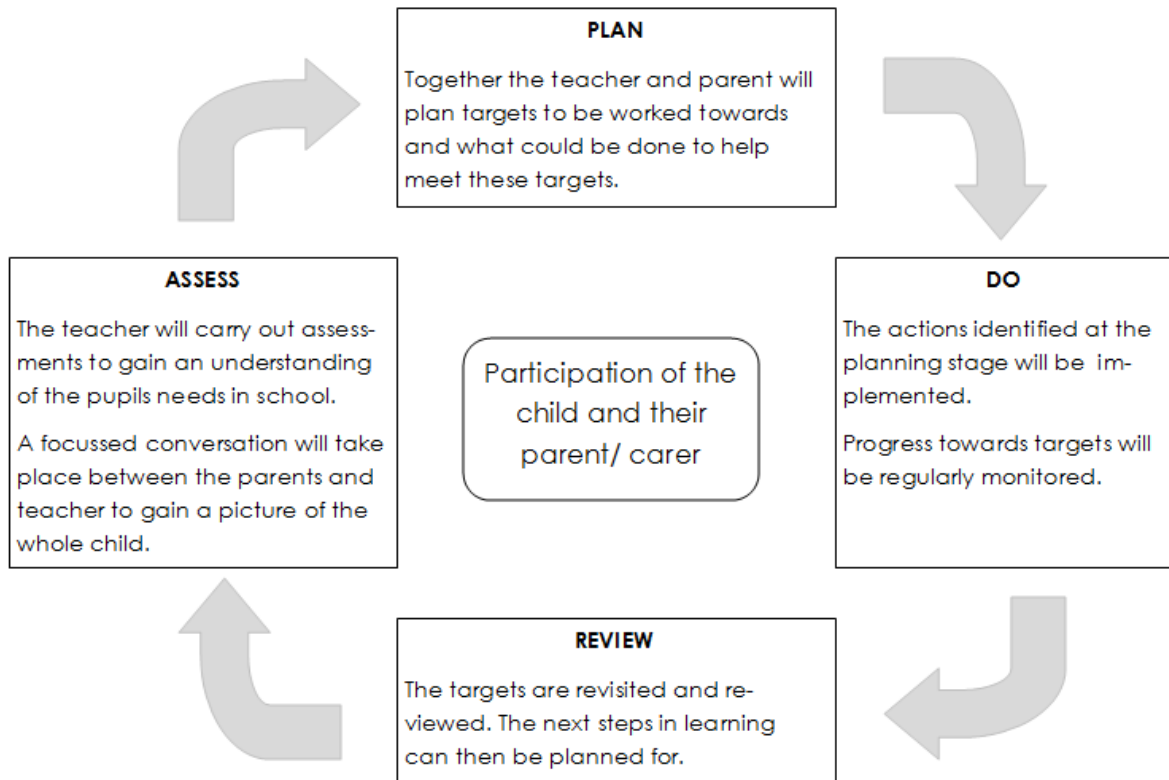
At the end of each key stage (i.e. at the end of year 2 and year 6) all children are formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Children who have been identified as having SEND will have an Assess Plan Do Review Cycle (APDR Learning Plan) which will be reviewed by the class teacher, with your involvement, every term and the plan for the next term made.

In addition, the progress of children with an Education, Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child.

What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

In order to plan support for your child together with you we implement a four stage cycle based on the principles of ASSESS, PLAN, DO, REVIEW. We will discuss your and your child's aspirations and use our best endeavours to ensure that the necessary provision is made.



This cycle is based on the principle of revisiting earlier actions and refining what is being done as we develop a growing understanding of your child. An Assess Plan Do Review Cycle is written to record these meetings, decisions, targets and the outcomes.

How does the school teach pupils with special educational needs?

- School-based universal provision

All pupils receive Quality First Teaching in the classroom from their teacher for English, Maths and Science and key teaching input for all other subjects. Teaching is often practical, physical and multi-sensory way through a range of cross curricular activities both inside and out. Reception and Pre-School children have similar provision accessed within their units.

Reasonable adaptations are made to meet individual needs. This includes the strategies, resources and adaptations to the curriculum and environment that teaching and non-teaching staff use to remove barriers to learning which may exist for some children in our care.

- School-based targeted Support

To support pupils in school we use small class teaching groups for English and Maths in years 1-6. The groups may be differentiated or may be mixed ability depending on which is most appropriate for the content being taught. A range of resources are used to support pupils within these lessons. Pupils have frequent opportunities to work with the class teacher and also independently across the week. There is TA support in class as appropriate. There are academic booster sessions regularly throughout the year focused on individual or groups of children's needs to help them make progress as well as Teaching Assistant support in the classroom. We provide opportunities for a sensory diet as needed. Some pupils are provided with resources to support them to overcome a barrier to learning eg a writing slope or ear defenders. Pupils' individual needs are taken into account when planning learning activities and at times these also include social skills groups and speech and language support

- School-based Specialist Support

The class teacher, along with the SENDCO and parents and carers, will consider and use a range of effective teaching approaches in order to support your child's progress. This support will be adapted to meet their needs and could include short, regular opportunities to address those difficulties using a variety of strategies that are planned into the school day to help them make progress or overcome a barrier to learning. There is also speech and language provision in school for children which follows on from recommendations from the Speech and Language Therapists.

- External Specialist Support

Specialist Support will be offered where a child continues to make no or little progress over a sustained period of time or where they continue to

work at a level significantly below that expected for children of a similar age, despite well-founded SEN support.

This support comes from services outside of the school and could include:

Early Years Support for Learning Team

SEND Specialist Services (Specialist Teachers, Specialist Practitioners and Educational Psychologists)

Speech and Language Therapy Service

Hearing Impairment Service

Visual Impairment Service

Occupational Therapy Service

Physiotherapy Service

Community Paediatrician

These specialists usually observe or assess the children and talk to parents and teachers about them. They provide advice and strategies to parents and teachers to support the child and, in some instances, work directly with the child. They also provide written reports for Educational Health and Care Plan Needs Assessments.

Parents will always be involved in a decision to involve specialist support. Any discussions with specialists and agreements made will be recorded and shared with parents and with the staff supporting the child. In order to access this support an Early Help Assessment (EHA) will often be started to ensure that everyone who works with you and your child has the same information.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

We ensure that we make reasonable adaptations for individual needs. These include using a range of different teaching strategies, physical resources and adaptations to the curriculum and the environment so as to remove barriers to learning for children in the school.

The school has step free access on the ground floor and has a lift to the second floor to allow wheelchair access. All doors are also wide enough to allow wheelchair access.

There are accessible toilets in all areas of the school.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

Before and after-school provision in the form of clubs and wrap around care is accessible to all children, including those with SEND.

What extra curricular activities are on offer for pupils with SEND?

We do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that all our extracurricular activities, including our two residential trips, are suitable for children's specific needs. Children with Special Educational Needs or Disabilities have always participated in school trips, residential trips, extra-curricular clubs, art endeavours, sports teams and have represented the school in academic challenges too. There are however some SEND specific events in the local area which we participate in eg sports competitions.

How will we support your child's social and emotional development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, and being uncommunicative.

All classes have opportunities for PSHE (Personal, Social, Health and Economic education) activities to support this development. The ICE Zones also provide good opportunities for social and emotional development as the children work together in pairs and small groups, with adult support as required.

However, for those children who find aspects of this more difficult we offer

- Lunchtime and playtime support from Teaching Assistants who know the children well.
- Lego Therapy – a lunchtime club with a focus on developing skills in teamwork, clear use of language and managing conflict
- Feelings Groups - clubs with a focus on developing a better awareness of feelings and how to manage them effectively and safely.

If your child still needs extra support, with your permission the SENDCO will access further support through the EHA process.

4. Who should I talk to if I am concerned about a SEND issue?

The SENDCO at Wintringham Primary Academy is Mrs Rebecca Thai, supported by the Executive SENDCO Mrs Jennifer Keber. Lewis Wintringham is the SENDCO in The Lighthouse. They can be contacted via

the school office: 01480 595885 or via email:
senco@wintringham.cambs.sch.uk.

What training have the staff who are supporting my child had?

Meetings take place at the beginning of each academic year between the SENDCO and each class teacher to discuss any SEND issues in their new class. Information is also provided by the previous class teacher at the end of the summer term. Such meetings are also held when new teachers join the school.

Training for all teaching staff has been carried out regarding the New Code of Practice 0-25. There are regular Professional Development Meetings to look at SEN procedures, roles and responsibilities and barriers to learning.

The Executive SENDCO has completed the National SENCO Award and SENDCOs as Leaders. The SENDCOs are currently undertaking the National SENCO Award. All SENDCOs attend local cluster meetings for SENDCOS and trust SENDCO network meetings. All teachers have had advice and support from the local authority specialist teaching team and some staff have had more direct hands on support. Further training in meeting the needs of children with Autism and speech and language (ELKLAN) have been arranged. All staff have been trained in Little Wandle Phonics.

Where a child has specific Special Educational Needs that require staff to have further training, this is provided, often by an outside agency. Support from outside the school is increasingly accessed through the completion of an EHA and either forming a team around the child/family (TAC/F), referring directly to a single agency or, in the case of pre-school and Reception pupils, making a referral to early support

5. How are equipment and facilities to support children with special educational needs secured?

The resources which are needed to support children who have special educational needs are looked at for each individual child. Some equipment items are already available in school and can be used for the child. Some resources which are more specialised, such as weighted jackets or pressure vests, need to be acquired on a child by child basis so that they fit correctly.

Where a child has an EHCP there may be particular equipment which they require. This is currently funded through a request to the County resourcing panel, with supporting evidence, and if agreed it is provided by the county.

There are also opportunities to borrow items such as specialist wheelchairs from the Occupational Therapy Service for short term loan to be used in school or on day trips.

6. How will the school involve parents of children with special educational needs in the education of their child?

Parents are involved in all stages of the Assess, Plan, Do Review Cycle and sharing their views in focussed conversations about their child are crucial in the development of them. Often this is evidenced through a formal Assess Plan Do Review Learning Plan.

Children who have a formal Assess, Plan, Do, Review Cycle will have it reviewed with parental involvement, every term and the plan for the next term made.

The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

Informal communication between parents and staff is also encouraged.

7. How will the school involve children with special educational needs in their education?

Children who have formal Assess, Plan, Do, Review Learning Plan are welcomed at the focussed conversations between their parents and teachers. However, we understand that for some children it may not be appropriate for them to be at the meeting, and some parents may find that the child's presence is a distraction.

Teachers ensure that all children know what they are working towards and what their targets are. They also ensure that children receive feedback about how they are doing on a regular basis by communicating with them how well they have met objectives for work completed.

Peer and self evaluation help pupils to recognise what they do well and what they need to do to improve. This takes various forms depending on the age, ability and maturity of the pupils.

Children who have EHCPs are always involved in their Annual Reviews. Again this involvement is dependent on the pupil's ability to understand the nature of the meeting and their ability to engage with the people in the meeting.

8. How will the governing body deal with complaints from parents of pupils with special educational needs concerning the provision made at the school?

If you are not happy with the SEND provision at the school, please contact the class teacher, SENDCO, Executive SENDCO or the Headteacher, to share your concerns.

Any complaint made by the parents of a pupil with special educational needs will be dealt with in the manner described in the Academy complaints procedure.

9. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

The school has access to external agencies that can provide additional support. Where a need has been identified by the parents and/or by the school, the SENDCO will seek advice and support from the appropriate agency in order to meet the needs of the child. This may involve the completion of an EHA.

10. Who can I contact to provide additional advice and support for my family?

Class teacher

In the first instance speak to the class teacher who is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing Assess Plan Do Review Cycles and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Executive SENDCO/SENDCO – Mrs Jennifer Keber, Mrs Mia Thai, Mr Lewis Wimbleton

The Executive SENDCO is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's needs, support provided and progress.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Executive Head Teacher – Mrs Tracy Bryden and Lead Executive Headteacher/CEO – Mr Jonathan Lewis

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENDCO and class teachers but are still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Governor

The SEND Governor has a responsibility to make sure that the necessary support is made for any child who attends the school who has SEND.

SENDIASS (SEND Information, Advice and Support Service)

Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs.

They can be contacted on 01223 699214 (term time only) or sendiass@cambridgeshire.gov.uk

11. What will happen when my child moves class or changes school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and the previous and new teachers will meet to discuss the children. In cases of high SEND need, a transition meeting will take place between the SENDCO, the new teacher and parents. All Assess Plan Do Review Cycles will be shared with the new teacher.
 - We make plans to support pupils moving class on an individual basis depending on their needs. This could include extra familiarisation visits or making a book to help them remember the names of staff.

- If your child is moving to another school:
 - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.

- In Year 6:
 - The Class teacher and SENDCO will discuss the specific needs of your child with the SENDCO of their secondary school;
 - Representatives from the Secondary school will be invited to attend Annual reviews and transition meetings to support smooth transition and help parents to feel comfortable with the transition.
 - Where Secondary Schools offer extra transition visits for pupils with SEND we will support children to attend these.
 - Where there are transition projects in the summer holidays, we will encourage parents to allow children who would benefit from these to attend.

12. How can I find out more about the Local Offer?

The Local Authority publishes its information about the Local Offer at

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>