

Winnington Park Primary School and Nursery

Special Educational Needs and Disability Information Report for Parents



This document provides information on Winnington Parks provision for children with Special Educational Needs and/or disabilities and should be read in conjunction with:

The Cheshire West and Chester Council Policy for SEND, which can be found at:

<https://www.cheshirewestandchester.gov.uk/residents/education-andlearning/specialeducational-needs>

The SEND Code of Practice 2014, which can be found at

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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Written by: SENDCO

Introduction

This Special Educational Needs and Disabilities (SEND) Information Report is written in the form of frequently asked questions from a parent/carer's point of view. This report should be read in conjunction with the school's SEND Policy, Accessibility Policy and safeguarding policy which is also available on the school's website <http://www.winningtonpark.cheshire.sch.uk/page/policies/1481>

and Cheshire West and Chester's Local Offer available online at: <https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>

Abbreviations

SEND: Special Educational Needs and Disabilities

EHC Plan: Education, Health Care Plan

SENDCo: Special Educational Needs and Disabilities Coordinator

1. What types of SEND that are provided for at Winnington Park?

At Winnington Park we have children with SEND across all four areas of need.

The four broad areas of SEND need are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Communication and interaction

Communication and interaction conditions may include children and young people who have speech, language and communication needs and/or autism.

They may:

- have difficulty in communicating with others; they may have difficulty saying what they want to or understanding what is being said to them
- be delayed in using language and shy away from talking

Cognition and learning

Cognition and learning difficulties can affect children's ability to learn and do well at school.

Specific learning difficulties (SpLD) include a range of conditions such as dyslexia, dyscalculia and dyspraxia. Children who have needs in more than one of these areas are considered to have 'complex needs'. A child may also be described as having 'mild' or 'severe' learning difficulties depending on the degree of need and the impact this has on their lives.

Social, emotional and mental health difficulties

Children and young people experiencing social, emotional and mental health difficulties may be:

- withdrawn or isolated
- hyperactive and lack concentration
- immature in relation to social skills
- displaying behaviour that challenges which could be arising from other complex special needs

This could mean mental health difficulties such as anxiety or depression or they could be self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

They may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder and may be frustrated and struggle with school routines and relationships.

Sensory and/or physical needs

Children with sensory or physical needs may have a disability, such as;

- physical disability
- vision impairment
- hearing impairment
- multi-sensory impairment (both hearing and vision difficulties)
- dyspraxia

They may need specialist equipment to access learning and other opportunities available to their peers.

2. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Children with SEND are identified by one of three main assessment routes within school:

1. The progress of every child is monitored at termly pupil progress meetings held between teachers, the Senior Leadership Team and the SENDCo.
2. Class teachers' ongoing assessment and observation of the child's daily progress and emotional well-being in the classroom.
3. Parental concerns.

In addition teachers and specialist teachers working within the school are qualified to undertake a range of standardised tests with children, which inform our understanding of a child's difficulties.

We may also act upon information provided by external agencies such as: the School Doctor, School Nurse, Speech and Language Therapists, The Autism Team, CAMHS, Occupational Therapy, Physiotherapy, or Educational Psychologists for example.

If you have a concern about any aspect of your child's education you should speak with your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make an appointment to speak with you if a longer discussion is required. The class teacher may seek the involvement of the school SENDCo. Alternatively, the school's SENDCo can be contacted directly through the school office (01606 74371) or by emailing: admin@winningtonpark.cheshire.sch.uk

The 2014 SEND Code of Practice defines Special Educational Needs as follows:

'A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'

3. How will the school staff support my child?

We are an inclusive school with a commitment to meeting the needs of all our pupils. Our teachers and teaching assistants work together to ensure that lessons include a range of tasks and ways of working and that extra-curricular activities are accessible to all pupils. All of our planning is adapted to meet the needs of all learners within class and staff are monitoring all the children they work with on a day to day basis.

We also provide a range of additional support for pupils who have been identified as having difficulties or specific needs. This could include targeted individual or group work in class, in class support on a 1:1 basis, specific small group work in reading, writing or maths, social skills groups, ELSA and more. The impact and effectiveness of any such additional support will be continually monitored and assessed. Children with the highest levels of need might be referred to outside agencies for advice and support so you may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's particular needs better and will allow us all to be able to support them more effectively in school and at home.

The SENDCo along with the Senior Leadership Team keeps a register of pupils requiring additional support, monitors their progress and plans provision across the school.

Specified Individual Support and Funding

This type of support is available for children whose learning needs or disabilities are severe, complex and lifelong and whose specific barriers to learning cannot be overcome through Quality First Teaching and intervention work.

Support may be provided, after a thorough assessment process involving the Local Authority, in the form of Top Up Funding or an Education, Health and Care Plan (EHC Plan). This means your child will have been identified by professionals as needing a particularly high level of additional individual and specialised provision.

4. How will the curriculum be matched to my child's needs?

Winnington Park Primary School and Nursery is a fully inclusive school that strives to ensure that all pupils achieve their potential: personally, emotionally, and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational need. We aim to give all children the opportunity to access appropriate learning opportunities within this inclusive environment.

Class teachers take responsibility for meeting the needs of all learners in their class by differentiating learning and providing an appropriate and supportive learning environment. Where a pupil has an identified SEND, class teachers will be aware of the child's strengths and areas of difficulty. A child's strengths will be utilised and support will be provided to target areas of difficulty. We make our classrooms as inclusive as possible by adopting strategies that support children with SEND as part of our everyday practice.

Class teachers and the SENDCo will oversee the planning, delivery and progress for any interventions delivered by other staff or external specialists. The expertise of specialist teachers and teaching assistants within school (e.g. Specialist Dyslexia Teacher, Reading Recovery Teacher, Emotional Literacy Support Assistant, HLTAs) will always be sought to ensure that the curriculum and teaching strategies implemented are appropriate, progressive and inclusive.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. The school has arrangements in place to support EYFS pupils with SEND. Winnington Park Primary School and Nursery ensures all staff, that work with young children, are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. Winnington Park Primary School and Nursery also listens to and addresses any concerns raised by children themselves. We use our best endeavours to make sure that EYFS SEND pupils get the support they need; ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND and involve and inform parents when we are making special educational provision for their child.

5. How will both you and I know how my child is doing and how will you help me to support my child's learning?

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis in every lesson and during unstructured times of the day by class teachers and other staff. We continuously identify where progress has been made and where extra support may be required.

Staff regularly feedback to parents and carers during informal conversations at the end of the day. The school may choose to communicate more regularly with some parents/carers through agreed communications systems such as a home-school communication book or email. This will be agreed on an individual basis when identified as a supportive strategy.

Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared formally with parents through two parents' evenings and a written report. For learners with SEND, school support plans will be discussed with parents at parent teacher meetings, and for those with EHC Plans, an annual review will be held. Parents and teachers organise additional appointments with each other to discuss

the child's progress and school will always seek to arrange meetings between parents/carers and any external professionals that may be working with a child in school.

If a child is taking part in a learning intervention, the school will give parents/carers specific advice on how they can help and support their child with their learning at home and regular overlearning activities will be provided along with feedback.

School also runs parenting classes that are organised and well attended. If this is something you would like more information about please contact the SENDCO or the school office.

If a child has to have time off school for a medical condition, we can supply some work for them to do. We can either email this to home, explain on the phone what to do, post it or hand it directly to parents/carers.

6. What support will there be for my child's overall well-being?

In our school we ensure that we take the experiences and needs of all our children into account when planning for all occasions. All staff aim to ensure that our children and young people:

- appreciate and value the differences they see in others
- feel secure and know that their contributions are valued
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a curriculum that allows for a range of different learning styles
- have challenging targets and clear next steps that enable them to succeed
- are encouraged to participate as fully as possible, regardless of disabilities or medical needs

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively by the Senior Leadership Team.

The emotional health and well-being of all our pupils is very important to us. We have robust safeguarding procedures and policy in place and a designated member of the Senior Leadership Team who is the lead safeguarding officer. We offer lunchtime clubs and small intervention groups to allow children to develop their social skills in a supportive environment. We have two members of staff trained as Emotional Literacy Support Assistants, and we offer families and children support through our Family Support Worker.

7. What specialist services, experience, training and support are available at or accessed by the school?

We access support from a wide variety of external agencies, including; the School Doctor, School Nurse, Speech and Language Therapists, The Autism Team, CAMHS, Occupational Therapy, Physiotherapy, Educational Psychologists, the Behaviour Support Team, a Behaviour Therapist, Social Services, PCSOs and the school's Family Support Worker.

External agency support may be; direct one to one interventions, advice for school, advice for parents, programmes for school or home to follow, or to seek further support or advice from different agencies.

In addition to the qualified class teachers, Winnington Park Primary and Nursery School employs a Specialist Dyslexia teacher on a part time basis, a Reading Recovery Teacher on a part time basis, two HLTA (Higher Level Teaching Assistant) and seven teaching assistants.

8. What training are the staff supporting children SEND had or are having?

We attend training as individuals or as a whole school team. This will often be in response to advice from external agencies or in response to the needs of our children. When individuals attend training or have an area of expertise they will cascade information to other staff. A collaborative approach to supporting children with SEND is maintained as is sharing good practice between different team members. Our specialist teachers take a lead role in supporting our other members of staff.

All of our teachers are qualified and regularly undertake further professional development. Our teaching assistants also have a range of expertise and sound knowledge of how best to deliver intervention programmes such as: Nessy, Addacus, dyslexia support, speech and language therapy support and lego therapy. This is not an exclusive list and on-going professional development is key to ensuring all staff remain updated and skilled. Our teachers and teaching assistants regularly attend training organised by the CWaC SEND Team, Autism Team and Psychology Team.

9. How will my child be included in activities outside the classroom including school trips?

A child will not be excluded from a trip or outside activity because of their SEND. School would have a meeting with parents and child to discuss the itinerary for the trip or residential visit and how best to make necessary adaptations for their inclusion. An individual plan or Risk Assessment may need to be written. Every reasonable adjustment will be made to ensure that as a fully inclusive school, children will be educated alongside their peers. After school provision is accessible to all children including those with SEND.

10. How accessible is the school environment?

The building is accessible: we have ground level main entrance doors and there is ramped and paved access onto the school site. There are disabled parking bays in the school car park outside the main entrance. The front desk has a wheel-chair height section and is DDA compliant. All teaching areas are on a single level in the main building and in the newer building there are teaching and inclusion rooms on the ground floor. There are disabled toilets and a changing facility within school.

We use interpreters when necessary to communicate with parents whose first language is not English. We provide space for specific sensory needs such as a quiet area to work in away from the class. Rooms are equipped to support the hearing impaired. We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.

11. How will the school prepare and support my child's transfer to their next setting or stage of education?

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

When joining Winnington Park Primary School, children will have the opportunity to visit prior to starting. We will also contact their previous school to ensure we have all of the relevant information. We welcome visits to see the school in action at any time. To arrange a visit please call the school office on 01606 74371 or e-mail admin@winningtonpark.cheshire.sch.uk

When a child has a place in school a programme of transition is offered depending on the stage of entry to the setting. For pupils with SEND, further meetings and visits may be arranged, in which they can meet key adults and personnel in school. For those pupils with a higher level of need, a multi-agency Action for Inclusion meeting may be required. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately included.

When the time comes for your child to move on we will liaise with the next school and organise transition visits. We will contact the school SENDCo and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on. We also follow external agency guidance in supporting successful transitions.

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting; for others this might be working through materials which address key aspects of the new setting. Some children benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction.

12. How are parents involved in the school? How can I be involved?

We want to develop a collaborative approach with parents and carers towards the education and well-being of our children with SEND. Parents are actively encouraged to be partners in their child's education through; informal discussions and telephone contact with the class teacher SENDCo and external professionals, through home-school diaries and more formal organised meetings that meet Local Authority guidelines.

Parents (and grandparents) are encouraged to take an active role in the setting. Some parents volunteer in school e.g. reading mentors and helping on school trips. There are opportunities to join the school's Parent Teacher Association who organise events and fundraise on behalf of the school. Parent governors sit on the governing body and when a term of office expires, details of how to stand are advertised in the school newsletter. The school has open mornings, grandparent's lunches and other events that allow families to become involved.

If you would like to become further involved with the school contact the school office on 01606 74371 or e-mail admin@winningtonpark.cheshire.sch.uk .

13. Who can I contact for further information?

As a school we encourage parents to address any worries or concerns promptly, initially with the class teacher and if they are unable to help please contact the SENCO or Head teacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems.

Should you become unhappy with any aspect of the school's performance our complaints procedure can be found on the school's website or is available from the office on request. The Parent Partnership can be contacted via email: parentpartnership@cheshirewestandchester.gov.uk

or by contacting at the following address:

Children and Families,

Floor 2,

The Forum,

Northgate Street,

Chester.

CHI 2HS.

The Local Authority SEND Team can be contacted using the details below:

- Email: senteam@cheshirewestandchester.gov.uk