

Wincham Community Primary School's SEND Information Report to be read alongside school's SEND policy

Principles and Objectives of Wincham Community Primary School.

How does Wincham Community Primary School know if my child needs extra help?

At Wincham Community Primary School, ALL children have access to a broad curriculum covering all the statutory subjects. Learning is planned through exciting themes or topics to engage ALL learners in our care. It is the class teachers' responsibility to regularly assess each child against learning objectives and make decisions about future learning. If a child is unable to achieve certain objectives, then the objectives are reshaped to support the child further – if this does not appear to be helping, then the class teacher will speak with the school's SENDCo about advice on what to do next.

At least 3 times a year Senior Leaders (including the SENDCo) hold pupil progress meetings where teachers are held to account about the progress each of their children are making. Before any child starts at Wincham, there is effective liaison with Nursery settings, parents and schools to ensure we have all relevant information to support learning.



4 QUALITY EDUCATION



10 REDUCED INEQUALITIES



Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<ul style="list-style-type: none"> ● Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children ● Not making expected progress in EYFS Assessments ● Speech and Language possible involvement/assessment 	<ul style="list-style-type: none"> ● Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children ● Not making expected progress in EYFS Assessments ● Not making expected attainment in Phonics Test (end of Year 1) ● Not making expected progress in any year group based on tracking files ● Regular assessments against their learning objectives, which will inform future learning 	<ul style="list-style-type: none"> ● Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children ● A child finds it difficult to adhere to Behaviour Policy that is in place ● Action for Inclusion meetings held between LEA/School SENDCo and Pre-School Leaders ● Observations by teachers on social/emotional skills ● ELSA support 	<ul style="list-style-type: none"> ● Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children ● Outside agency involvement ● Close liaison with EYFS/Nurseries to ensure needs of child are met ● Action for Inclusion meetings held between LA/School SENDCo and Pre- School Leaders

What should I do if I think my child may have a special educational need or disability?

Through regular professional dialogue amongst staff at Wincham, if we feel a child may have a special educational need, then we will contact parents straight away. However, if a parent feels their child has a special educational need, then they need to speak with their child’s class teacher immediately to talk through any concerns, who in turn will discuss with our SENDCo. There are 4 main areas to help us identify what specific Special Educational Need your child may have;

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

How will Wincham Community Primary School support my child?

At Wincham, there is a culture of ‘no child should be left behind.’ Therefore, school staff will work closely with any child who has a Special Educational Need to find out what the child ‘can do’ and build on this from whatever their starting points are. It is the expectation that Quality First Teaching is at the heart of all planning and regular reviewing of individuals. Class teachers are responsible for this and to deploy any Teaching Assistant support appropriate to the needs of the child. School staff including the SENDCo work closely with external agencies to follow specific advice about ensuring future progress. It is crucial that there is developing and strong relationships with parents where school, parents and child work together to provide positive outcomes.

Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<ul style="list-style-type: none"> ● I will be contacted by the Class Teacher if there are any concerns about my child ● A Child Profile may be put in place by the school if appropriate. ● Assessments will be carried out ● External agency support may be sought eg; Autism Team, Speech and Language 	<ul style="list-style-type: none"> ● I will be contacted by the Class Teacher and be informed that my child is receiving additional support to ensure expected progress is made ● I will be kept up to date with the impact of these interventions ● I will be informed three times a year about my child’s progress. 	<ul style="list-style-type: none"> ● I will be contacted by the class teacher if concerns regarding social, emotional, behavioural difficulties are raised ● A personalised Individual Behaviour Plan will be put in place if necessary ● Further specialist help may be sought e.g.; CAMHS (child mental health service), Play Therapy. 	<ul style="list-style-type: none"> ● I will be contacted by the Class Teacher if concerns regarding my child’s physical or sensory difficulties are identified ● I will be very clear about what the school are putting in place to support my child’s needs

Who else could work with my child to help them make progress?

Class Teacher, Teaching Assistants, Special Educational Needs Disability Co-ordinator (SENDCo) and an Emotional Literacy Support Assistant are all professionals who are based at Wincham Community Primary School and will work to ensure any child with SEND makes progress relative to their primary need.

How will the curriculum be matched to my child’s needs?

Work will be planned against what each child can do and therefore future learning will build on this. One of the most important aspects of children’s learning is to access such learning with a developing level of independence.

Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<ul style="list-style-type: none"> ● Flexible teaching arrangements ● Structured school and classroom routines ● Differentiated curriculum delivery eg simplified language, minimal use of language, visual prompts ● Differentiated outcomes e.g. cartoon strip instead of written prose ● Increased visual aids/modelling ● Visual timetables/Now and Next ● Use of symbols 	<ul style="list-style-type: none"> ● Differentiated curriculum planning and work ● Differentiated homework ● Differentiated delivery e.g. simplified language, slower lesson pace ● Differentiated outcomes e.g. cartoon strip, use of ICT ● Increased visual aids ● Visual timetables ● Illustrated dictionaries ● Use of writing frames ● ICT as alternate means of accessing curriculum ● Recording/voice assistive technology 	<ul style="list-style-type: none"> ● Whole school/class behaviour policy with graduated approach ● Whole school/class reward systems ● Whole school/class rules/expectations ● Social stories ● Emotional thermometer on table ● Visual prompts 	<ul style="list-style-type: none"> ● Flexible teaching arrangements eg seating, pupil is able to physically access lesson and move freely ● Teacher aware of implications of sensory and physical impairment e.g. not covering mouth up to hearing impaired child, light implications for visually impaired and lip readers ● Availability of resources e.g. writing slopes, matt laminates, pencil grips ●

How will I know if my child is doing well and how will Wincham Community Primary School support me in helping my child?

You will know through a variety of sources:

- Dialogue with your child’s class teacher, TAs responsible for scaffolding any learning and conversations with your child.
- For any child receiving SEND support there is a planned meeting each term to know if their child is “on track” to make expected progress.
- Parents will receive a Child Profile once a term to outline the targets set for each child receiving SEND support and identifying any additional interventions that are being put in place.
- Seeing how your child accesses any homework.
- Your child’s class teacher will help you support your child by informing you of “how we do it in school” to ensure a consistent approach to the quality of their provision.

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

If a child's well-being is positive then any child will have the capacity to learn. Wincham Community Primary School prides itself on ensuring we care for each child in our school no matter what their need is. There is an overarching culture of celebrating personal achievement and progress, regardless of the level the child is working at.

Early intervention, a proactive approach by all members of staff and close monitoring of SEND children ensures that no child "falls through the net". If we were in any doubt that well-being was being compromised, then we would contact parents immediately and agree on next steps to take together to support our most vulnerable children.

We incentivise using Class Dojo, where we share your child's personal successes with you. In some cases personalised reward systems/ incentives will be put in place to ensure that 'individualised' rewards are in place.

What specialist services and expertise are available at or accessed by the school?

The school's SENDCo will liaise with a variety of external agencies to meet the needs of children in school:

- Speech and Language Therapist
- Specialists from the Autism Team Support Service
- Paediatrician
- Occupational Therapist
- Physiotherapist
- CAMHs

Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<ul style="list-style-type: none"> ● Trained staff to deliver Speech and Language Interventions to all children requiring additional support ● The specialist advice of a Speech and Language Therapist who works with children receiving an EHCP ● The expert knowledge and advice of the Autism Team ● The whole school staff are trained in ensuring the school is an 'autism friendly' environment. 	<ul style="list-style-type: none"> ● The school uses a Dyslexia Specialist Teacher to assess the needs of children in Years 3, 4, 5 and 6 and provide recommendations. ● Whole school staff are trained in using Numicon. ● Whole school staff trained with RWI and active learning. 	<ul style="list-style-type: none"> ● The school has a trained Emotional Literacy Support Assistant that can provide 1:1 or small group support. ● Certain staff are trained in Team Teach positive behaviour management training, equipping individuals in challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life. ● Each class has the opportunity for social communication and interaction during Forest School activities. 	<ul style="list-style-type: none"> ● The SENDCo has a close working relationship with Physiotherapists and Occupational Therapists based at Wharton Clinic. ● The whole school staff are trained in sensory needs and how to accommodate these into whole class teaching.

What training is available for Staff at Wincham Community Primary School?

Training is based on staff needs to support the children in their care. Usually, a professional conversation with the school’s SENDCo or the ELSA trained teaching assistant helps class teachers to make decisions around the learning of their SEND children. The most recent training Wincham Community Primary School Staff have had includes:

- Autism training
- Sensory needs training

ALL school staff are trained in Safeguarding and the expectations around who to speak to if they have any concerns around child safety.

Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<ul style="list-style-type: none"> ● Regular involvement and training from Autism Team ● SENDCo Lead professional meetings for all staff ● 	<ul style="list-style-type: none"> ● Dyslexia friendly Training ● Quality First teacher training 	<ul style="list-style-type: none"> ● Mental Health First Aid training ● “Managing Children with Challenging Behaviour” staff training. 	<ul style="list-style-type: none"> ● Positive handling training ● First Aid training for key Staff ● Allergy training ● Epipen Training

How will my child be included in activities outside of the classroom, including school trips?

SEND children are included in ALL mainstream activities. There are occasions when off site trips need to be carefully thought out to meet the needs of SEND children, but each SEND child accesses what any other child at Wincham Community does – including residential visits.

The school effectively uses our resources of TAs to help support and enable children to access school trips, visits and residential. We believe these are a valuable and essential part of the curriculum and ALL children will be fully included.

In exceptional circumstances, possibly in medical cases, a parent may be asked to attend a residential to ensure a child is able to access safely the residential or

Visit.

How accessible is the school environment?

See the [Disability Access Plan](#) on the school website

Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<ul style="list-style-type: none">• Key word lists are present in all classrooms	<ul style="list-style-type: none">• Visual reminders• Word banks• Now and next boards	<ul style="list-style-type: none">• Behaviour Policy clearly displayed• Class rules/ expectations are displayed• Visual reward charts (Class Dojo) in place	<ul style="list-style-type: none">• Doorways wide enough• Access for wheelchairs to all parts of the school

How will Wincham Community prepare my child to join our School or transfer to a new school?

Children with SEND who join our school are encouraged to visit us over a few mornings or afternoons to build up relationships with friends and school staff. It is also a good opportunity for school staff to ensure that the needs of any new child with SEND are met as soon as the child starts. This is also the case if the child were to move to a different setting. A careful, needs based approach is critical in the smooth and effective transition.

There is also the transition between classes, where class teachers share all their knowledge of the child along with their child profiles.

Child profiles would also be sent electronically to the receiving setting. We would ask to see a “Child Profile” (or the equivalent if the child was moving from a different authority).

If appropriate, an “Action for Inclusion” meeting is held to ensure a smooth transition takes place. The SENDCo liaises closely with the establishment the child is transferring to or from.

Notes/information is shared between institutions/services/outside agencies to ensure the highest standard of provision is in place.

SENDCo works very closely with external professionals e.g. OTs to ensure environment is fully prepared for child's transition.

What resources are available to match my child's needs?

The following is a list of some of the many resources available to our children at Wincham Community for the 4 areas of need.

Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<ul style="list-style-type: none"> ● In class support to aid delivery of targets ● Speech and Language support/interventions – group/1:1 ● Social skills groups ● Alternative methods of communication – signing ● Additional planning for transition ● Access arrangements for ALL assessments ● Use of ICT – Writing with symbols etc ● Visual timetable ● Now and Next Boards ● Social stories 	<ul style="list-style-type: none"> ● In class TA literacy and numeracy support ● Catch up Programmes ● Intervention groups – to ensure expected progress is made ● Differentiated resources – word banks, spelling lists etc ● 1:1 precision teaching ● 1:1 Literacy programmes; FFT, Beat Dyslexia, Phonics Interventions, Narrative Therapy ● 1:1 Numeracy Interventions –Numicon, Power of 2, Numbers Count ● Access arrangements for ALL assessments ● Additional planning for transition 	<ul style="list-style-type: none"> ● Social skills groups ● 1:1 Social stories ● Monitoring at break/lunch times – TA support at lunchtimes ● Access arrangements in place for assessments ● 1:1 Behaviour Programme – Anger management techniques etc. ● Peer mentoring ● Additional planning for Transition 	<ul style="list-style-type: none"> ● Handwriting/Fine motor programmes ● Visual/Auditory Perception/ Memory group activities ● 1:1 support in class to facilitate access to curriculum ● Exam Access arrangements ● Teacher uses sound system ● TA to monitor safety and give discreet support to enable child to be as independent as possible. ● Individual Speech and Language Therapy ● Specialist seating/chairs, ICT etc ● Additional planning for transition

How is the decision made around what provision my child needs?

Decisions around specific provision are based purely on learning, medical and sensory needs. School staff need a full understanding of a child's strengths and what they "can do" before any differing provision decisions are made. These decisions will be made alongside parental views.

The primary aim is for a child to access the curriculum as independently as possible and to develop key self- help strategies for learning/socialising. If a child is not making the expected progress the situation is reviewed and additional support considered.

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If a child is finding it difficult to behave appropriately then after observations/ABC charts/strategies, additional support is considered by all involved – parents/pupils/staff.

How are parents of SEND children involved in our school?

In exactly the same way as all parents. We have an “open door” policy for any parents who want to share positive comments and celebrations along with any questions or concerns they may have.

How will Wincham Community Primary School consult with my child in their provision of SEND?

SEND children are consulted each day about their provision through positive feedback from school staff and how each child needs to improve further. Feedback is unique to each SEND child dependent on their stage in learning and the language they are able to access.

Each child with an identified SEND holds a “Child Profile” (a local authority requirement). ALL information about the child is held in this document – educational, health, well-being, external agency involvement. As part of this document, the class teacher writes targets for the child and shares these targets with the parent and the child.

How can parents voice their concerns or complaints?

The following should be read in conjunction with the school's [Complaints Policy](#). At Wincham CP School, we encourage an ‘open door’ policy, where we work hand in hand with parents and families to support children. Where parents/ carers feel that something is not quite right, they should first of all speak to the class teacher. If this does not resolve the issue, parents/ carers can speak to Mrs Bates as SENDCO or Mr Boot as headteacher. All issues will be dealt with in line with the Complaints Policy, ensuring that no child is disadvantaged because of a Special Educational Need or Disability.