

# Winterbourne Nursery and Infants School

## SEND Information Report 2019/20

### How can I find out about Croydon's offer of support for children with Special Educational Needs?

*The Croydon Local Offer is found following the link below for information for SEND aged 0-25. This will be especially valuable for parents of children with more complex, long-term needs.*

<https://www.croydon.gov.uk/education/special-educational-needs>

### Who should I contact to discuss concerns or the needs of my child?

*In the first instance, speak to the Class Teacher. In the event that further support or information is required, the Inclusion Manager (our SENCO who holds the National Award for SEN Co-ordination) will be pleased to assist you. If your questions remain unanswered or you would like further assistance, the Head Teacher is available to meet with you. Failing a satisfactory resolution, the SEN Governor or Chair of Governors may be contacted via the school office.*

**How does the school know how well my child is doing?  
How will I be kept informed about how well my child is doing?  
How regularly will I be updated on my child's progress?  
Will I know if my child is not making progress and what will happen?**

*The following are an outline of the many ways in which our school assesses, reviews and communicates this information:*

- *The School assesses all children against age-related expectations in accordance with the New Curriculum and within band descriptors for children in Early Years (Nursery and Reception) using Target Tracker™*
- *Data is analysed to support the prioritising of needs, and can lead to further assessment in some cases*
- *Pre-Key Stage standards are used for children with complex needs who are working pre National Curriculum in Years 1 and 2 so that their teachers can assess their outcomes meaningfully and with precision.*
- *Planned transition arrangements between year groups and key phases take place*
- *Planning (daily, medium term, long term), evaluations and regular assessment opportunities inform teaching and senior staff*
- *Teachers, with support from the Inclusion Manager set targets; identifying next steps for progress and review impact of additional support – this is shared with parents*
- *Planned time for children to respond to the marking and practise/consolidate highlighted skills; within learning time.*
- *Class teachers attend scheduled progress meetings with Head teacher, Deputy Headteacher Inclusion Manager and Assistant Head (EYFS only) to discuss attainment and progress*
- *Parent workshops are planned in keeping with identified needs*
- *Parents' evenings; Pupil/parent meetings; end of year written reports*
- *Classroom displays support making learning explicit*
- *Open door policy – parents can see staff first thing, at the end of the day at pick up times or by appointment*

- Use of the London Borough of Croydon's Graduated Support for Special Educational Needs to determine the type and severity of need
- Meetings and dialogue with Inclusion Manager
- Parent voice
- Referral to outside agencies (as deemed appropriate)
- Moderation of learning within Year groups and across year groups at scheduled times.
- Reading and spelling level benchmarking
- Sharing on Phonics Screening results
- Weekly Teacher SEN support drop in with Inclusion Manager

Parents of children who have an Education, healthcare Plan are invited and strongly encouraged to attend and contribute towards their child's annual review. School supports with translation needs to maximise support and engagement.

I'm very happy with the school. They support all of his [son with SEND] needs. It's a great school"

Parent of WNIS child

**What is the curriculum and how is it taught?**  
**How will the curriculum be adapted to meet the needs of my child?**  
**How flexible can teachers be in meeting the needs of my child?**  
**Is there any additional support available to help my child reach her expected outcomes?**

The following lists the ways in which we deliver the curriculum and how your daughter may benefit from additional support to access this

- At Winterbourne Nursery and Infants' School our aim is to develop the full potential of each child through their - Achievement, Self, Involvement, Respect and Communication
- New Curriculum - broad and balanced
- Teachers write and adapt plans which take account of individual pupil needs (differentiation and individualisation)
- Grouping arrangements organised carefully to maximise learning opportunities for all
- Additional adults may be used to help groups or individuals as directed by teachers and following advice of the Inclusion Manager
- Liaison with external agencies in order to ensure we are meeting needs of children with SEND
- Training given to support, teachers and support staff in understanding the needs of the child
- In-school tailored interventions including precision teaching take place during lunchtimes and lesson times.
- Licences for online learning opportunities are invested in and access arrangements shared.

**Are there any special features or strategies to help children learn?**

**How do I know my child's particular need will be met?**

All children require meaningful access to the curriculum, here are the ways in which we ensure this

- Daily use of TA where possible to support targeted children/groups
- Strategies to support reading and writing
- Resources and equipment recommended by specialists to support identified needs.
- Strategies to support/develop numeracy
- Developing independence

- *External agencies via referral or other commissioned pathway as appropriate*
- *Regular meetings to discuss progress and attainment*
- *TAs deliver specific interventions*
- *Use of language simplified with short and concise sentences*
- *Learning supported by use of practical materials and a range of visual cues and scaffolding*
- *Work is 'chunked' into manageable steps*
- *Pre-teaching of key language and concepts for children who require 'overlearning'*
- *Learning linked to children's interests to maximise engagement*
- *Use of specific catch-up programmes where appropriate*
- *Additional access to ICT to support the recording of work*
- *Advice from Education Psychology and other agencies followed to support access to whole-class learning*
- *Planned time to address specific programmes or recommendations from Speech and Language therapists and other specialist services*
- *Access to targeted language groups*
- *Screening tools are used to develop a clear picture of a child's specific difficulties*
- *All children on the School's Special Needs Register an SEND Support Plan – written by their teacher, quality-assured by Inclusion Manager and shared with parents.*
- *Communication supported by non-verbal cues*
- *Language is simplified; avoiding idioms and sarcasm*
- *Instructions are short and sequential*
- *Mind maps and topic circles used to support children with discerning the relevance of an idea and as a memory aide*
- *Barrier games used to develop receptive and expressive language skills*
- *Use of 1:1 programmes where appropriate*

**What arrangements are available for pupils to access tests and assessments?**

**How will I know if my child qualifies for additional support or time to access tests?**

*Some children benefit from and are entitled to special arrangements for assessments*

- *Range of access arrangements e.g. extra time in summative assessments (where a child qualifies)*
- *Access Arrangements entitlement as part of normal classroom practice*
- *Consideration of how Medical Needs/Anxiety may lead to different arrangements to the majority*
- *Home-School liaison*

**How does the school help my child to feel comfortable and safe and manage social situations?**

**How does the school help develop my child's social and emotional skills?**

**What is the school's policy on bullying?**

*As a caring school, we do our very best to ensure that everyone in our care is a safe, happy learner. The following are in place to meet this*

- *Open door – class teachers, Inclusion Manager and Headteacher welcome dialogue with parents*
- *Addressed through class and whole-school assemblies*
- *Termly tracking of pupils with emotional needs*
- *After-school clubs*
- *Home/School liaison: Parent drop in to meet family support worker, Homework/Communication Diaries /Class reports*
- *Visual timetables/cues*
- *Strong ethos of pastoral care, developing independence*
- *Anti-Bullying Policy and procedures*
- *Whole-school participation in Anti-bullying Week*
- *Staff presence before and after school and during playtimes*
- *Transition arrangements*

- *Inclusion Manager surgery for parents of children with SEND to discuss transition arrangements and any other concern that may arise.*
- *Social Stories used to support identified children to understand routines, behaviours and friendship matters*
- *Determine engagement of necessary education/ non-education support services possibly leading to Early Help Referral (CAF) – in consultation with Designated Safeguarding Lead*

**What facilities are in the school to assist children with disabilities move around the building and take part in lessons?  
How do I know my child will be able to access all lessons ?**

*Where a child has a specific barrier to accessing the curriculum, the following provisions are currently made*

- *Access into main school building*
- *Ramps*
- *Wheelchair access to lower and upper school area*
- *Slopes, pencil grips, spots, chunky pencils, ear defenders*
- *Adult support*
- *Transition meetings*
- *Reasonable adjustments*
- *Duties under the Equality Act 2010*
- *Implementation of Access Plans*

**Who does the school work with?**

**How are these accessed?**

**How does the school work with other agencies?**

**How will I be informed?**

*We are positive about seeking and accepting specialist support to meet your child's needs. Please see the list of agencies we currently engage with*

- *Educational Psychology Service (EPS)*

- *Visual impairment (VI)*
- *Hearing Impairment (HI)*
- *Speech and Language Therapist (SALT)*
- *Occupational Therapy (OT)*
- *Fair Access Panel (FAP)*
- *School Nurse*
- *Health Visitor*
- *Child and Adolescent Mental Health Service (CAMHS)*
- *Social Services*
- *Paediatrics*
- *Dietetics*
- *The Early Years Team –*  
[https://www.croydon.gov.uk/sites/default/files/articles/downloads/Early\\_years\\_Edu\\_Support.pdf](https://www.croydon.gov.uk/sites/default/files/articles/downloads/Early_years_Edu_Support.pdf)
- *Referrals are made to these agencies via the Inclusion Manager, usually in consultation with the class teacher, following observations and evidence demonstrating they fulfil the criteria*
- *Parents are fully involved at all stages of referral.*
- *Where it is good practise, the School will work closely with any service supporting a child*
- *The School may seek advice from voluntary organisations in order to support parents/carers and children.*
- *Should a child attend specialist centres such as the Literacy Centre, Art Therapy, Drama Therapy and Victoria House Pupil Referral Unit, both class teacher and the Inclusion Manager maintain contact.*

**How will the school help my child settle with confidence and manage change as they move between schools and year groups?**

*Smooth transitions from school to school and year to year are very important to maximise learning. We go about ensuring that this takes place as follows*

- *Home visits before starting ELP or Nursery*

- *New to our school – transition meetings set up with previous setting involving parents as well as professionals*
- *Parent information evenings*
- *Children with SEND have extra opportunities to visit new school and meet new members of staff*
- *Move between key stages or year groups*
- *Teachers and support staff meet regarding learners' individual needs*
- *Extra opportunities to meet new teacher, TA and get to know their new classroom/ surroundings (if appropriate).*

For further information, relating to the school's offer for children who attend our Enhanced Learning Provision, please refer to the relevant prospectus.

*Where else might I find important information relating to my child?*

*Please refer to our school website where you will find:*

- SEN Policy
- Anti-Bullying Policy
- Medical Conditions Policy
- Positive Behaviour Policy
- Safeguarding Policy
- Intimate Care Policy

Staff are very helpful and provide me with relevant information

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Parent of WNIŞ child with SEND



12.4.20 updated 13.01.21

### School Support to Children with Special Educational Needs during Covid-19

Dear parents,

As you will be aware, your child is currently held on the school's SEND (Special Educational Needs or Disabilities) register due to their identified additional or different learning needs. The school's SEND Information Report outlines how we, as a school respond to our responsibility to meet these needs. Whilst the majority of children are learning at home, our support for children with SEND has been adapted to ensure that all children can continue to learn and make progress. Our school's offer has been prepared as a response to guidance from national and local government, so that we are fulfilling our duties as effectively as possible within the restrictions that we are all under.

### Additional measures are currently in place for children with SEND.

- An offer of a school place to all children with an EHCP
- Regular bi-weekly (minimum) contact with children with an EHCP who are not in school.
- Designated support staff to keep close telephone contact with families to ensure that children with SEND are able to access remote learning provision.
- Weekly pastoral phone calls from either the Inclusion Manager/SENCo/Family Support Worker or staff in the Enhanced Learning Provision – to check in and support family well-being and to offer guidance with home learning

- Links to useful resources on the school website which support a learning for children with a range Special Educational Needs in addition to the many resources available to all
- The sharing of the Speech and Language Therapy Advice line through phone calls and published on our website
- Resources being posted or emailed to parents where needs are identified or requests are received
- The email a teacher link is for all parents to use should you have a query, concern or require support.
- Winterbourne ELP YouTube channel – available to all. This includes stories, songs and activity ideas.
- All SEND Support Plans have been reviewed by teachers with the Inclusion Manager during December 2020 and new plans have been sent home or e-mailed to parents.

If you have any queries or would like advice, help or support, please do make contact with the school and we would be glad to help in any way we can.

**Kind regards**

**Sue Wiseman**

**Inclusion Manager and DSL**