

Winterbourne Nursery and Infants School

SEND Information Report 2024/25

School Vision:

At Winterbourne Nursery and Infant School, we treat everyone as equal, whilst celebrating diversity. We are committed to providing quality teaching and learning which inspires, motivates and engages all children to become life-long learners.

Admission arrangement for pupils with SEND:

Winterbourne Nursery and Infant School is an inclusive school which welcomes its duties under the 2010 Equality Act, promoting equality of opportunity for children with special needs and disabilities. In accordance with national legislation, the governing body ensures that the admissions criteria should not discriminate against any pupils with Special Educational Needs and Disabilities. Pupils with SEND must be treated as fairly as all other applicants for admission.

Admissions for children with an Education, Health and Care Plan (EHCP), or prospective applicants for our Enhanced Learning Provision (ELP), should contact the Croydon SEND department. They will then work with parents and carers to secure appropriate provision for their children.

More information about admissions for children with an EHCP can be found at:

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

Accessibility of the school

- Winterbourne Nursery and Infant School is an accessible school. The building has one level, and therefore has easy access from the outside via paved walkways.
- The layout of the school means that all areas of the class rooms and school are wheelchair accessible.
- There are disabled toilets for both children and adults within the school.
- The school has a disabled parking bay.

Please also read the accessibility plan for further information about all aspects of accessibility to education for children and parents/carers.

Roles and Responsibilities:

Governors and Senior Leaders are responsible for evaluating the impact of the accessibility plan and Equality Act 2010 and ensuring that the school is adhering to national legislation.

The school SENDCos are Ms Sue Wiseman/Mrs Patricia Sathiyathan and can be contacted via the school office:

Tel: 0208 689 7684

e-mail: inclusion@winterbourne-inf.croydon.sch.uk

The designated SEND governor is Mr Michael Swaddling.

The Special Educational Needs or Disability Co-ordinator (SENDCo) has designated responsibility for co-ordinating all of the support for children with Special Educational Needs or Disabilities (SEND).

The kinds of SEND that are provided for at Winterbourne Nursery and Infant School:

The SEND Code of Practice states that children have special educational needs or disabilities (SEND) if they have a learning difficulty which calls for special educational provision to be made for them. Provision is that which is additional to, or different from, the support given to children of the same age.

WNIS supports children with a variety of SEND. Within each of the four broad areas of need, these are:

- **Communication and Interaction**

(e.g. ASD, Speech and Language difficulties)

- **Cognition and Learning**

(e.g. Specific Learning difficulties such as dyslexia or dyspraxia)

- **Social, Emotional and Mental Health**

(e.g. anxiety, trauma, ADHD)

- **Sensory and/or Physical needs.**

(e.g. hearing/visual impairment, sensory processing difficulties, medical conditions)

Enhanced Learning Provision:

Winterbourne Nursery and Infant School has an Enhanced Learning Provision for Reception age children with social communication difficulties. There are 8 specialist places available, which are allocated via Croydon SEND department.

How we identify, assess and review children with special educational needs:

Identification and assessment:

- 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 in some cases can lead to further assessment
- 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.
- 6 weekly reviews are held for all children on the SEND register to review and re-set targets.
- Moderation of learning is undertaken within Year groups and across year groups at scheduled times.
- Reading and spelling level benchmarking is carried out termly in KS1?

- Sharing of Phonics Screening results
- Our open-door policy ensures that parents of children with concerns about their child's learning or development have access to the school SENCo to discuss progress.
- Half-termly pupil progress meetings with all teachers are held to analyse progress and attainment data, ensuring no child gets missed.
- Book looks and learning walks help to identify any pupils struggling to access the curriculum.
- Transition procedures are used to liaise with previous and receiving settings to ensure any additional needs are identified early.

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called **Quality First Teaching**.

A child may be identified as having **special educational needs** when, despite receiving adapted learning opportunities, they:

- Make little or no progress when teaching approaches are specifically targeted at their identified area of development.
- Show signs of difficulty in developing or retaining skills despite additional support to address these difficulties.
- Present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques and support strategies employed in the school.
- Have sensory or physical needs, and continue to make little or no progress despite the provision of specialist equipment and support strategies.
- Have a communication and/or interaction difficulty, and continue to make little or no progress despite the provision of an adapted curriculum.

Planning support

- Planning (daily, medium term, long term), evaluations and regular assessment opportunities inform teaching and senior staff and ensure that learning is accessible to all.
- Planned time for children to respond to the marking and practise/consolidate highlighted skills; within learning time.
- Classroom displays support making learning explicit.
- Teachers, with support from the SENDCo, set targets; identifying next steps for progress and review impact of additional support on a 6 weekly cycle – this is shared with parents
- Quality interventions are planned and implemented by trained teachers and TAs with support, advice and programmes from outside agencies where appropriate.
- Parent workshops are planned in keeping with identified needs.

- Meetings and dialogue with SENDCo
- Regular staff training ensuring that all staff are skilled and equipped to support children with SEND.
- Parent voice
- Referral to outside agencies (as deemed appropriate)
- Use of the Croydon Locality SEN support for Special Educational Needs to determine the type and severity of need and to secure funding to enhance the support given.

Reviewing progress

- Class teachers attend scheduled pupil progress meetings with Head teacher, SENCo and Assistant Head to discuss attainment and progress.
- Interventions and progress for children on the SEN register, are reviewed by class teacher, TAs and SENCo on a 6 weekly cycle – this is shared with parents
- Parents' evenings; Pupil/parent meetings, end of year written reports
- Open door policy – parents can see staff first thing, at the end of the day at pick up times or via telephone or Zoom.
- Regular meetings with parents of children with SEND in person, by phone or virtually.

Early Identification of Need:

There are two categories of SEND at Winterbourne Nursery and Infant School:

SEND Support: the school oversees children and together the school and parents initiate, review, amend and cease support for children whose needs are at 'SEND Support' (school) level.

Education Health Care Plan (EHCP): An education, health and care plan is for children and young people aged up to 25 who need more support than is available through special educational support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. Children at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents

SEN Support

If a child is identified as having a Special Educational Needs the SENCO will:

- Initiate an SEN Support Plan, with clear, measurable targets, detailing how a child's needs will be met in school

- Arrange training for staff so they understand each child's needs and are equipped to deliver support and interventions
- Work closely with parents to talk with them about their child's needs and listen to any ideas or concerns they might have.
- Work with other professionals (if necessary) who may be able to help individual children

Where a pupil is identified as having a special educational need we follow a graduated approach which takes the form of cycles of **“Assess, Plan, Do, Review”**.

Assess	We will assess the needs of a child through collection of data, class based tasks, observations and discussions with parents/carers.
Plan	In discussion with the child, parents/carers and class teachers we will put in place an SEN support plan with a focus on achievable targets.
Do	Support and interventions will be implemented
Review	6 weekly meetings will be held with SENCo and Class teacher to review progress. Parents will be involved in this process at least twice yearly. The plan will then be continued, amended or ceased- depending on progress made.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an **Education, Health and Care Plan**.

- This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.
- Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.
- Education, Health and Care Assessment is only appropriate for a small number of children. Your school SENCO will be able to advise you.
- For children currently with an EHCP, an annual review takes place with all stakeholders and a termly review of the targets takes place between the class teacher and parents/carers.

Arrangements for consulting parents of children with SEND and involving them in their child's education.

Parents/carers, class teachers and support staff can be the first to notice a difficulty with a child's learning. If a child is identified as not making progress, or a change in behaviour becomes apparent, this may indicate they have a barrier to their learning.

At Winterbourne Nursery and Infant School, we ensure that assessment of educational needs directly involves:

- the pupil
- parents/carers
- class teacher and TA
- SENCo

The SENDCo will support the identification of barriers to learning through discussion with the above people, observation and additional assessment where necessary.

Each child who has SEND will have their own SEN support plan which will be reviewed on a 6 weekly cycle, and either sent home to parents inviting signature and comments or shared with Parents/Carers at the termly parent-teacher meeting.

At these meetings, the child's progress, attainment, needs and interests are reviewed in detail and assessment towards targets is recorded, and new targets set.

The SENDCo will be available to talk to all parents and carers of children with SEND during the termly parent-teacher meetings. In addition to this the school has an open door policy for parents/carers to discuss any concerns they may have about their child's learning, and appointments can usually be made very quickly. Where face to face appointments are difficult, meetings can be held via telephone or virtually.

For children with an Education Health Care plan (EHCP), long term aims and specific objectives are reviewed in a statutory annual meeting with the child, their family, class teacher, SENCO and outside professionals supporting the child. This is in addition to the regular 6 weekly cycle of SEN reviews.

During the year, parent meetings are held for specific groups of parents/carers of children with SEND. At some of these external professionals from the borough will be available to answer questions, offer support and signpost further information.

For parents of English as an additional language, an inventory of staff language fluency has been developed, to support with interpretation where needed. For longer meetings with parents an interpretation service can be used to ensure parents are clear about support being offered.

Arrangements for consulting young people with SEND and involving them in their education.

Children with SEND are consulted and are involved at age/developmentally appropriate levels in their education. Children are invited to attend termly and annual review meetings and have the opportunity to share and discuss their learning journey and aspirations for their future, taking into account:

- o Their aspirations for the future
- o Views and wishes
- o Their involvement in setting targets.
- o Their own assessment of their performance against targets set.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

Usually, transition arrangements between classes are managed by the class teachers. Transition arrangements for pupils with SEND are personalised based on the individual pupil's needs and planned by the class teacher and SENDCo.

The SENDCo manages the transition arrangements for children with SEND, liaising with Winterbourne Junior Boys, Winterbourne Junior Girls, and any other receiving schools.

The SENDCo works closely with Inclusion staff within receiving junior schools, ensuring that children who may be vulnerable during transition will receive extra support. Close liaison with parents is integral to the transition process in preparing children for their next step.

When children transfer to a specialist provision, this process is managed by the SENDCo.

The process of transition will be in the form of:

- Meetings which take place between SENDCOs from schools concerned, to discuss the needs of the children.
- Consulting with parents in regard to how we can best meet the needs of the child.
- Receiving information from previous schools/settings to ensure levels of provision and support can be put in place as soon as pupils start at the school.

Individual one-to-one transition support is made for pupils who can find the transition from one school setting to another challenging. The SENDCo supports the arrangements between schools and will implement a transition programme based on the individual needs of the child.

The approach to teaching children and young people with SEND.

Inclusive education at Winterbourne Nursery and Infant School means supporting all pupils to learn, contribute and participate in all aspects of school life. Irrespective of age, gender and ability all children have access to a broad and balanced curriculum which includes a focus on social and emotional development and promotes independence.

Our approach to teaching children with SEND:

- ✧ Ensure that all children with SEND are fully included in all activities of the school
- ✧ All children receive high quality first teaching
- ✧ All staff receive training to understand the different types of need and strategies used to best support the children
- ✧ Identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional) to ensure the best possible outcomes.
- ✧ Work in partnership with parents/carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- ✧ Highly trained teachers and teaching assistants support individual or small groups of children within lessons or intervention programmes.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND:

A number of adaptations are made in order to accommodate the needs of children with SEND. These include:

- Activities are adapted within lessons to ensure all children are working on tasks set at an appropriately challenging level.

- Ensuring learning activities are rich and varied and incorporate different learning styles.
- Ensuring classrooms contain visual displays and working walls to support all children in their learning.
- Strategies to promote independence in e.g phonics mat, key words, maths mat, checklists, mind maps and topic circles.
- Simplified use of language with visual prompts where appropriate.
- Pre-teaching of key language and concepts to children who require 'over-learning'.
- Allocating teaching assistants to individuals and groups of children to support them within lessons.
- Allocating teachers and teaching assistants to plan and teach booster groups or interventions in Core subjects.
- Offering small group and 1-1 intervention programmes from trained staff-to address shared issues e.g. fine or gross motor skills groups, speech and language groups, etc
- Where appropriate, children have access to apparatus, models, visual representations and carefully structured tasks within lessons.
- Using additional resources to enable better access to the curriculum, e.g. pencil grips, coloured overlays, writing slopes etc.
- Use of alternative methods of recording e.g. laptop, technology, scribing etc where to accurately reflect children's knowledge (where appropriate).
- Ensuring accessibility to subjects which impact on physical disability such as PE, by differentiating and scaffolding activities.
- Accessing professional advice from external agencies e.g. Educational Psychology team and incorporating recommendations for personalised learning.
- Clear provision maps to ensure that interventions are timetabled and monitored.

The expertise and training of staff to support children and young people with SEND.

At Winterbourne Nursery and Infant School we have a full time non-class based SENDCo who supports the class teachers and additional support staff in identifying children who may have a barrier to learning.

Working alongside the teachers we have a team of highly trained teaching assistants and Learning Support assistants.

Each class has a teaching assistant who provides support in both the mornings and in the afternoons.

We place high value on our Music and PE specialist teachers. This provision enables the children at Winterbourne to experience an enriched curriculum. This will provide them with a full range of transferable skills which will enable them to develop into lifelong learners.

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues, such

Autistic Spectrum Disorder (ASD) and Social emotional and mental health. Individual teachers and support staff also attend training run by outside agencies to support the individual needs of children in the class.

All staff members have been subscribed to the National College which offers a range of webinars and courses covering all aspects of SEND.

Winterbourne Nursery and Infant School has an Enhanced Learning Provision (ELP) as part of the offer to nursery age children. The ELP caters for children with social communication difficulties and places are allocated by Croydon SEN department.

Staff within the ELP are highly trained to work with children with ASD and social communication difficulties. Their skills and knowledge include expertise in the following:

Attention Autism, TEACCH, the Picture Exchange Communication System, Makaton, Adult child Interaction Therapy, Intensive Interaction Therapy and the use of visual timetables and sung cues.

This high level of expertise is being shared with staff across the school in order to share skills and best practice across the staff team.

SEND staff champions:

ELP lead: Charlene Williams

ELP staff: Darren Wilson, Leela Bisht, Lilli Sunny

Little Stars leads: Nadine Jones, Jeannine Grant

Little Stars staff: Jamila Garni, Caitlin Neville

Cosmic Crew leads: Josephine Martins, Anton Alexander-Dawkins

Little Rockets: Jeannine Grant

Mini Stars: Isaiah James Dolphy, Antoinette Livingstone, Lilli Sunny

Evaluating the effectiveness of the provision made for children and young people with SEND.

School leaders monitor and evaluate SEND provision rigorously.

Working in partnership with Croydon Locality SEND support and the Local Authority ensures that our practice and legislation is current and that our SEND provision is always of a high standard.

We encourage pupil and parent feedback to tell us about their experiences of SEND provision and continuously evaluate in order to improve.

Reviewing children's academic outcomes, as well as targets set on EHC plans and SEND Support plans allows us to see how well our children achieve academically and socially.

Children's progress is tracked throughout the academic year and can take on many Forms. Some of these are:

- ✧ Measuring rates of progress and levels of attainment for SEND groups in each year group half termly as part of Pupil Progress Reviews
- ✧ Measuring the impact of each intervention provided by the school in relation to the numbers of children who have made accelerated progress or increased their levels of attainment.
- ✧ Measuring the impact of interventions against rigorous smart targets which are reviewed on a 6 weekly cycle.
- ✧ The progress of a child with an Education Health Care Plan, is formally reviewed in an annual meeting, with all adults involved in the child's education.
- ✧ At the end of KS1 all children are required to be formally assessed using Standard Assessment Tests (SATs). These results are published nationally and the tests are a requirement of the government.
- ✧ Children undertake a year 1 phonics screening test which is set nationally.

Strategies for supporting children with SEND at Winterbourne Nursery and Infant School are successful.

Our data indicates that over the last year, pupils with SEND across the school have made accelerated progress.

This indicates that our support for all our children has been well targeted and implemented.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND?

Winterbourne Nursery and Infant School is an inclusive learning environment that welcomes and celebrates diversity. We believe that having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children.

We make every effort to ensure that children with special needs can access all areas of the curriculum including trips. When going on trips and visits outside school we undertake a thorough risk assessment to ensure the safety and enjoyment of all pupils. Where pupils may need 1 to 1 support to access a school trip, parents or carers may be asked to accompany their child.

All of our children, regardless of their age, gender, ability or disability are able to fully access all areas of our curriculum. The core subjects of literacy and maths are carefully taught with clear adaptation of tasks to suit the learning needs of all children. Within the foundation subjects, all children in the school have the opportunity to experience a comprehensive, thematic and creative approach to learning.

We have 5 clear personal goals:

- ❖ Independence
- ❖ Kindness
- ❖ Honesty
- ❖ Curiosity
- ❖ Bravery

These are incorporated within the curriculum and learning environment and ensure that our children develop spiritually, morally, socially and culturally.

Support for improving emotional and social development.

At Winterbourne Nursery and Infant School, we have an inclusive and holistic approach to learning, and consider the social and emotional wellbeing of our children to be of great importance.

The Hamish and Milo scheme continues to be embedded with 2 members of staff receiving advanced training this year. The provision within school has been adapted this year to support the children's emotional and mental health needs.

We have an experienced staff team to support social, emotional and mental health in our school. This includes full and part time SENDCos, a pastoral manager and well trained specialist teachers and support staff who are carefully deployed to support children with the greatest needs.

Specific interventions to meet the needs of vulnerable pupils- with impact:

- **Little Stars:** an intensive programme for a group of 16 children with a high staffing ratio. The group was established to support the children to teach social interaction and communication skills, meet sensory needs and develop attention and focus. Needs range from SLD, ASD, MLD, Global delay and Down's Syndrome. The group runs every morning between 9am-11.30am.

Impact:

- This provision has been recognised as good practice by the borough, and consequently, many local schools have visited in order to implement a similar provision within their schools.
- 50% of children within Little Stars began the year with an adapted timetable due to sensory overload and over-stimulation resulting in dysregulation. By the end of the academic year all children had extended their time in school.
- 63% of children within Little Stars have increased the time they spend learning in their mainstream classes. This ranges from part of the morning, to the majority of the day.

- **Little Rockets:** This group provides an intensive programme for a group of 10 children who struggled to access the mainstream curriculum. The group was staffed by 2 specialist highly trained TAs and supervised by the SENDCo. Pupils follow the foundation subject curriculum, planned by their teachers. They also receive additional support in mental Maths and speech and language. This group runs every afternoon from 1.20-2.30pm

Impact:

- 100% of children have grown in confidence and teachers have observed that they are more willing to participate in mainstream lessons and offer their ideas and opinions.

- 100% of children have made accelerated progress in Maths, Reading and Writing.
- 100% of children have now reintegrated back into their mainstream classes.

• **Lunchtime club** for pupils with sensory needs- staffed by 4 specialist staff to support children to eat, try different foods, and learn routines around eating independently.

Impact:

- 100% of children within the group have progressed from eating very little or no food to eating home-cooked food, or a school dinner and tolerating different textures.

Social, Emotional and Mental Health support:

• **Drawing and Talking:** The Family Support Worker is fully trained to offer drawing and talking intervention to vulnerable children. This intervention offers a space for children to express their feelings in a non-threatening way.

Impact:

- 100% of children seen have grown in confidence in recognising, naming and talking about their feelings and emotions. For 86% of the children seen, both parents and staff have noticed a reduction in dysregulation and better communication skills following this intervention.

Emotion workshops: The family support worker is fully trained as a senior mental health lead and DSL. She conducts regular emotion workshops, child's voice sessions and well-being check-ins with identified children. These interventions support children in understanding and naming their emotions, and discovering ways to express these safely.

Impact:

- 100% of children seen have been able to share feelings and worries.
- 100% of children in this group have made accelerated progress across the core curriculum.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

Winterbourne Nursery and Infant School has been an early adopter in the Croydon Locality SEN support service (CLSS). This service provides the SENDCos with monthly meetings in which training and best practice for supporting children with SEND can be shared amongst professionals. CLSS also provides early intervention funding for children who have been identified as having additional needs.

In identifying and supporting children with special educational needs we also use the assistance of a range of external agencies. These include:

- Specialist Local Borough Advisory Staff e.g. Visual and Hearing impairment
- SEND specialist Croydon advisory team
- Educational Psychologists
- School Nurse
- Health Visitor

- Community Paediatrician
- Speech and Language Therapists
- Occupational Therapists
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help.
- Croydon Active Voices (parent forum group for children with SEND)
- The Write Time (outreach programme to support parents of children with SEND)
- Henry (Healthy lifestyle charity)
- Red Gates outreach service (support for children with ASD)
- Mediation support for parents of children with SEND

The SENDCo, in consultation with both the parents/carers and class teacher will, where appropriate, make a referral to the local borough external agencies who will then liaise with the parents/carers and school to meet with the child and observe them in a school setting. The results of the observation will indicate what course of action will be taken to best support the child. The SENDCo will work with the child, parents/carers and external agencies to implement targets for the child which will be reviewed on a regular basis.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

If you do not feel that your child is progressing as you would expect, then please come and talk to us. Initially, please make an appointment and raise any concerns with your child's class teacher. If the issue is still unresolved, you can come and see the SENDCo. Following this, if you are still concerned, you can meet with the Headteacher.

If after that discussion you are not satisfied, you can contact the Governor for SEND: Michael Swaddling. You can contact him via the school office.

You can obtain a copy of the school's complaint procedure from the school website.

What is the LA local offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEND) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally. Additional information giving details of support available within Croydon for parents/carers of children with SEND is available at:

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://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>