



## **SEN Information Report 2023**

# **Winmarleigh Church of England Primary School**

**Church Lane,**  
**Winmarleigh.**  
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<https://winmarleigh.lancs.sch.uk/>

Reviewed: November 2023

Welcome to our SEN information report for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for students with SEN. This information is updated annually.

At Winmarleigh School, we value all members of our school community. Our local offer and our Special Educational Needs and Disability Policy can be viewed on the school website,

<https://winmarleigh.lancs.sch.uk/>

The Authority's local offer can be found at

[www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx](http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx).

We welcome your comments on our offer, so please do contact us. The best people to contact are:-

Headteacher – Mrs Lucy Campbell

Special Educational Needs Co-ordinator (SENCo) – Miss Sophie Bagwell

Special Educational Needs Governor – Mrs Linda Sutcliffe

### How will school support my child?

- Our SENCo, Miss Bagwell with Mrs Darling, oversees all support and progress of any child requiring additional help across the school.
- As a school we adhere to the principle that “All teachers are teachers of children with special educational needs.” (SEND Code of Practice, 2014) Therefore the class teacher will ensure good quality classroom teaching at the centre of provision and also oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- Some children are given an Individualised Education Plan with specific targets so that it is easy to track progress.
- These targets are linked to the four areas of need identified on the Code of Practice (September 2014)
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Sensory/physical
- Individualised Education Plans (IEP's) involve assessment and target-setting with a review held each term. Parents and children are involved in this process.

### How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including standardised tests as appropriate.

- Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's IEP is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- We know if the provision for our children is effective if they are happy and achieve success.

### How we support children with special educational needs or disabilities

Please see the 'Winmarleigh SEND Local Offer' on the school website.

<https://www.winmarleigh.lancs.sch.uk/>

### What should a parent do if they think their child may have special educational needs?

Information about the child's strengths and needs will be received in school from the child's previous educational setting, where applicable.

Special educational provision is provision that is different from, or additional to, that which is normally available to pupils of the same age.

The progress of all pupils is monitored regularly by class teachers and the senior leadership team, through the use of formal and informal assessments. When a pupil is not making expected progress, their level of need can be quickly identified and discussed with parents or carers and the pupil concerned.

If parents or carers have concerns about the progress or attainment of their child they should in the first instance speak to the class teacher, who will then liaise with our SENDCo where appropriate.

If you wish to discuss a specific area of Special Educational Need or Disability then please contact our SENDCo.

### Who will explain my child's needs and progress to me?

We believe in working closely with parents or carers in sharing ideas and information to encourage children to aspire to achieve their best in their learning and self-esteem.

If a child needs a more personalised programme of support, targets may be recorded on an Individual Education Plan. These targets may be related to an area of the academic curriculum or to develop social or emotional skills. Their progress at meeting these targets will be shared regularly with parents or carers and the child, where appropriate.

In addition to formal parent or carer consultation evenings (Autumn & Spring Terms), information can be shared via telephone, or face to face, where an appointment may be necessary.

All parents or carers will receive an end of year written report detailing their child's progress across the curriculum.

### How is the decision made about what type and how much support my child will receive?

The class teacher and the SENCo will discuss the child's needs and what support would be appropriate. Different children require different levels of support in order to help them make progress and achieve their potential.

### How does the school judge whether the support has had an impact?

- By reviewing children's targets termly on Individualised Education Plans and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent.
- The child is making progress academically against national/age related expectations discussed at Pupil Progress Meetings attended by class teachers, the Headteacher and SENCo.
- Verbal or written feedback from teacher, parent and pupil.
- A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome will be set. Regular reviews occur to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. Where difficulties persist, high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with parental consent. This might involve: Speech and Language Therapy Services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician.
- Where a child has an Education, Health and Care plan (EHC), there will be an annual review, taking into account the views of the child, their parent/carer, and all other professional involved with the child.

### How do teachers match the curriculum to an individual child's needs?

If a learner is identified as having SEN, we will endeavour to provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do and Review.

- Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the subject teachers and assessments.
- Plan – this stage identifies the barriers to learning and intended outcomes, and details what additional support will be provided to help overcome the barriers.
- Do – providing the support – extra assistance for learning or learning aids.
- Review – measuring the impact of support provided, and considering whether changes to that support need to be made.

- All of those involved – learner, their parents or carer, teacher and SENCo – contribute to this review. This stage then informs the next cycle, if necessary. This additional support, ‘intervention’, will be tailored to meet the child’s needs, and will target the area of difficulty.
- This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs.
- These ‘interventions’ may be led by a teacher or a teaching assistant.
- The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents/carers.
- For a small number of learners, their needs may require access to technology eg modified ICT equipment or recording devices.

#### How will you help me to support my child’s learning?

- The class teacher or the SENCo can offer advice and practical ways that you can help your child at home. If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered. Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
- If your child is on the special needs register they will have an Individualised Education Plan (IEP) which will have individual/group targets. This will be discussed with you on a half-termly basis and you will be given a copy. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child’s progress.How are the school’s resources allocated and matched to children’s special educational needs?
- We ensure that all children with special educational needs are provided for to the best of the school’s ability with the funds available. We have a team of teaching assistants and part of their responsibility is to deliver intervention programmes designed to meet individual or groups of children’s needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.
- The support given is adapted on a regular basis in line with the school’s provision mapping.

#### How will my child be able to contribute their views?

- We value and celebrate each child’s views on all aspects of school life. This is usually carried out through the School Council and in class Circle Time.
- Children who have Individualised Education Plans (IEP) discuss their targets with their class teacher.

- If your child has a Statement of Special Educational Needs or an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

What training do the staff supporting children with special educational needs receive?

- All staff undertake regular professional training in order to carry out their role effectively.
- Plans are shared with Teaching Assistants so that they are fully informed of their role.
- All staff, including Teaching Assistants, are kept fully up-to-date with pupils' needs.
- Specialist help and advice is sought where necessary.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.
- All of our vulnerable pupils are known to all staff.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore, this should be your first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies.
- As a small Church of England school, Christian values are at the heart of everything we do and are lived by all members of our school community.
- The children's personal and spiritual development is nurtured and grown both in their own class and throughout the school.
- We are a school family; every child is known to every teacher and we all take care of each other.
- Our children are organised into mixed age 'family groups' for whole school activities, such as Sports Day, where the older children are encouraged to look after the younger ones.
- Children Looked After (CLA), whether in the care of our Local Authority or from outside the area, receive the same provision as all our pupils with SEND. However, additional services are involved due to the status of these pupils.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- If a child requires personal hygiene care this will be managed through an individual care plan.

What support is there for behaviour?

- We have a positive Behaviour for Learning Policy that is followed by all staff and pupils. We are an inclusive school where all children are encouraged to value and have empathy with their peers.
- We actively encourage children to 'say no to bullies' and to share any concerns.

- We also take every opportunity to include pupils socially at break and lunchtimes.
- After any serious behaviour incidents we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- The attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the Headteacher. Attendance data is monitored by the Governing Body.

#### How will my child be included in activities outside the classroom?

- All our children regardless of their SEND are valued by our school, and we seek to involve them in all aspects of school life, including extra-curricular activities. Access to all areas of the curriculum is actively promoted.
- We aim for all children to be included on school trips. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

#### How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new parents and children to visit the school prior to starting with us.
- When children are preparing to leave us for secondary school, we arrange visits for them.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

#### How are the Governors involved and what are their responsibilities?

- The SENCo reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

## Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCo / the Headteacher.
- Look at our Special Educational Needs and Disability Policy and our local Offer on our website.
- Refer to the Authority's local offer on their website.
- Contact the SEND Information, Advice and Support Service (SENDIAS) who can:
  - Discuss your concerns about special educational needs or disabilities (SEND)
  - Explain SEND policies and procedures in Lancashire
  - Assist you with SEND paperwork
  - Liaise between you, your nursery school or college and other professionals
  - Support you with relevant meetings
  - Signpost you to other sources of support about SEND

They can also provide advice through parent care support groups, local SEN youth forums or local disability groups and training events.

SEND Information Advice and Support Services (SENDIAS):

- ❖ Tel: 0300 123 6706 Monday to Friday 9.00am – 5.00pm
- ❖ Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)

## Have your say

We hope you find the report useful and informative. We very much welcome and value your comments.