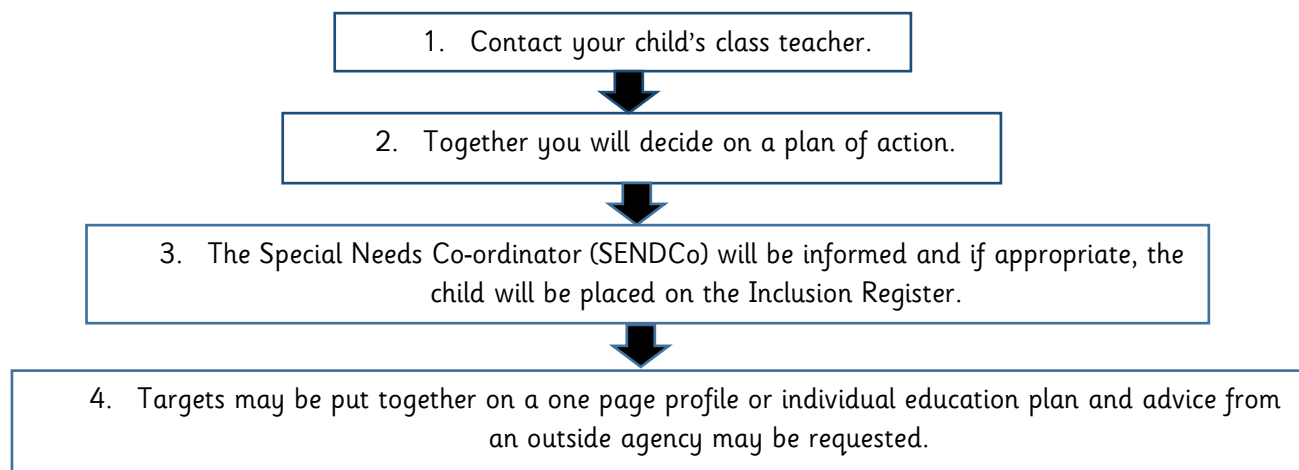


Winchelsea Primary School SEND Information Report

This report allows children, parents and carers to understand exactly what our school can offer a child with special educational needs and disabilities; what provision and resources are available to them as well as understand how their child and family will be supported in line with the Special Educational Needs and Disabilities Code of Practice [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/611722/SEND_Code_of_Practice_0_to_25_years.pdf).

1. What should I do if I think my child has special educational needs (SEND)?



Justine Dunham	SENDCO
Sadie Johnstone	SEN governor

2. How will school respond to my concern?

1. Initial concerns can be discussed with class teacher.
2. A further meeting may take place with or without the SENDCo, dependent on the need of the child.
3. A plan will be put together to support the child.
4. Assessments or observations from outside agencies may be requested to support with appropriate provision.
5. The plan will be shared with the pupil, parents and supporting adults.
6. The plan will be reviewed with pupils and parents 3 times a year.

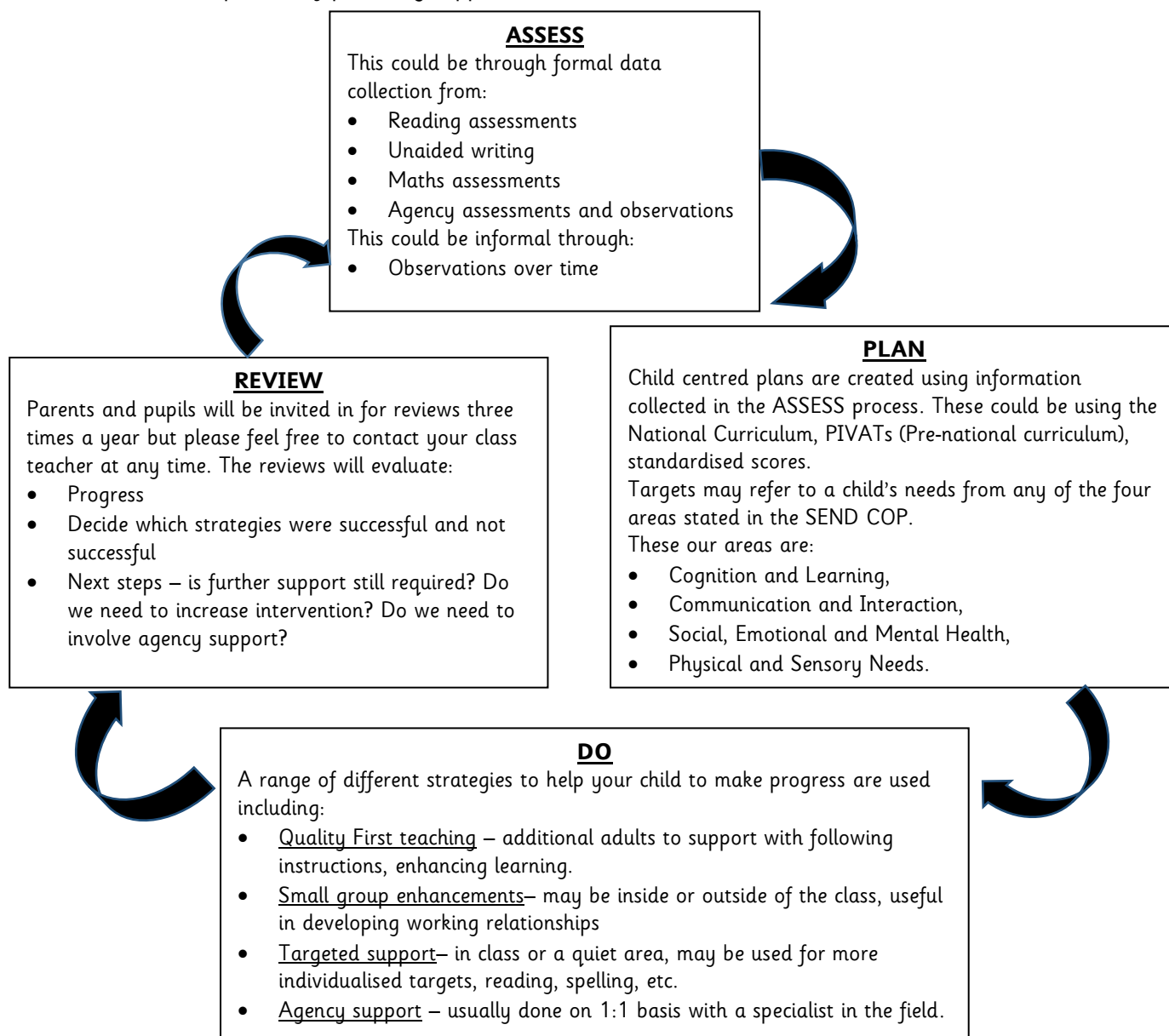
3. How will the school decide if my child needs extra support?

Decisions would be made based on both formal and informal methods including:

- Adult observations over a period of time (by class teacher, teaching assistants, midday supervisors, SENDCO).
- Monitoring data (collected and analysed every term).
- Pupil discussions.
- Parent discussions.
- Advice sought by the SENDCO from external agencies.

4. What will school do to support my child?

Ultimately, you child's support plan will be set and their progress monitored by the class teacher, however they may receive support from teaching assistants, other teachers or agency support workers (see below for more details). The process of providing support is:



5. Who will support my child in school?

Many people may be involved in providing support for your child. They may include:

Class Teacher	The class teacher is the first point of contact should you wish to raise a concern about your child. It is the class teacher's responsibility to plan for teaching and learning and to make judgements based on your child's progress.
SENDCO	The SENDCO will monitor the progress of all the children on the inclusion register. The SENDCO will review meetings and refer children to outside agencies.
Teaching Assistants	There is a Teaching Assistant in every class in the school. If the Class Teacher is unavailable then please see the TA. The Teaching Assistants support your child daily with teaching and learning and have excellent knowledge of the children in the class.
Head Teacher	The Head Teacher is the line manager for all the staff in the school. The Head Teacher ensures that provision and support is available for children with SEND. The Head Teacher meets regularly with the SENDCO to discuss provision in school for children with SEND.

Midday Supervisors	The Midday Supervisors support the personal, social and emotional needs of your child. Good communication between teaching staff and Midday Supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary.
Outside Agencies	We work with a range of Outside Agencies including: Speech and Language Therapists, behaviour specialists, Specialist teachers, Educational Psychologists, Physiotherapists, Occupational Therapists, Paediatricians, and specialist nurses. Their role is to support with all aspects of SEND.
SEND Governor	The Governing Body has a named governor whose responsibility is to oversee the provision for SEND and will feedback to the governing body.

6. What training and experience do staff have for the additional support of my child's needs?

All adults that are involved in the identification of or supporting children with SEND have appropriate qualifications and training to do so. As a school we strive to provide professional development opportunities for all staff and these are regularly attended.

All staff have had training for:

- Safeguarding
- Speech and language
- Understanding and managing behaviour
- Autism awareness
- First aid

7. Who else might be involved in supporting my child?

We are fortunate to be able to buy in a range of external agencies to support your child if needed:

Agency	Support available
Educational Psychologist	Assessment for learning; personal, social and emotional needs and Communication and Interaction needs. Observations, advice and target setting.
Specialist Teaching Team	Assessment for learning difficulties (including the identification of dyslexia indicators) Observations, advice and target setting.

We can also make referrals to:

- Paediatricians (please be aware there is a waiting time involved with this process)
- Counsellors
- Child and Adult Mental Health Service (CAMHs)
- Behaviour specialist
- Healthy Minds
- Working Together Team
- Speech and Language Therapists
- Occupational Therapists

8. What support will there be for my child's emotional and social well-being?

Pastoral and social support:

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- A group of older children work as peer mediators to resolve issues between children on the playground. This is aimed as the first point of call for the children to take some responsibility to problem solve without adult intervention.

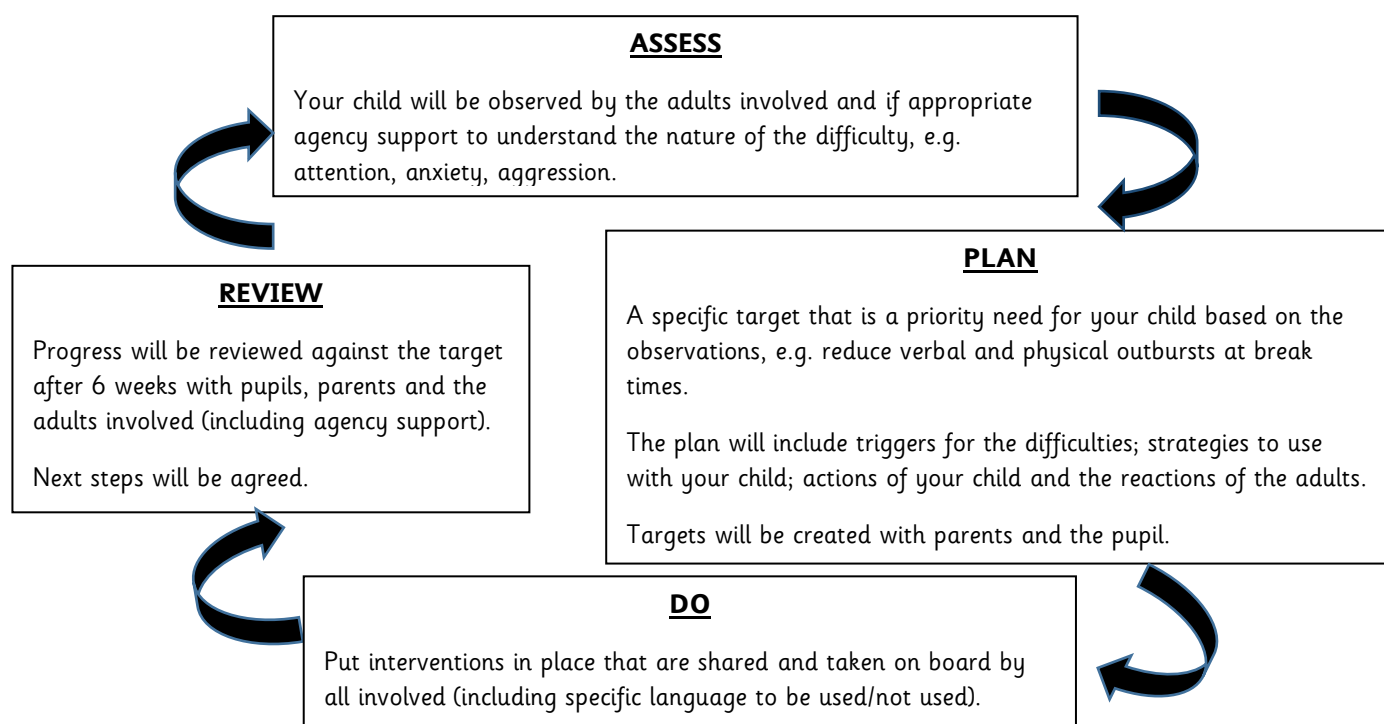
- All incidents are communicated to the relevant members of staff and if needed recorded on the pastoral tracking grids.
- All child protection issues will be reported to Tracy Boulter (Head Teacher and Designated Safeguarding Lead).
- We have a clear behaviour policy which is adhered to by all staff [Behaviour Management policy](#)
- Individual and group interventions are possible for personal, social and emotional development. The content of this will vary dependent on the needs and age of the children.
- PSHE lessons take place in every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.

Medical needs

- If your child has specific medical needs then please contact either your class teacher or the SENDCO so appropriate plans can be put into action.
- If needed a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.
- If your child requires ongoing medication, please contact the school office and complete a medicine administration form.

Support for behaviour (including attendance and exclusion):

- If required a behaviour plan can be put in place which would follow the 3x a year assess, plan, do, review process.



If behaviour issues continue despite intervention, a Pastoral Support Plan (PSP) meeting may be arranged to discuss next steps in order to avoid exclusion. This may result in support from the Behaviour Outreach Support Service (BOSS).

How will we ensure my child can access school?

Winchelsea is a mainstream school which is committed to the whole school inclusion of students with special educational needs and disability. The kinds of special educational needs for which provision is made at the school are:

- Communication and interaction. (i.e. – ASD, Auditory Processing)
- Cognition and Learning. (i.e. – Dyslexia, Global Delay)
- Social, Emotional and Mental Health difficulties. (i.e. – ADHD, ASD)
- Sensory and/or physical needs. (i.e. – Hearing and visually impaired)

We know that it is important for all students to have their needs and abilities met and challenged. This is no different for students with SEND.

Please see our attached accessibility plan for further information. [Strand 1: Teaching and Learning \(winchelsea.lincs.sch.uk\)](http://winchelsea.lincs.sch.uk)

How will my child be involved in the process and be able to contribute their views?

Review meetings	Your child will be asked for their thoughts regarding their progress towards their targets/one-page profiles, what strategies have worked well, what they think they may need support with next.
Continuity of staff	As much as possible, your child will be supported by the same adults so they can develop an effective relationship.
Ongoing recording of views	Your child's view will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning of both class and out of class intervention.

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

If your child has SEN then they will require support that is 'additional to and different from' the rest of the class. This does not mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure we used a range of different strategies to support the child's learning.

Strategies	More information
Use of ICT	Using speech to text apps or presentation apps. <i>These allow your child to access the learning objective but removes the 'physical writing' element.</i> Use of basic skills apps, including phonics, maths skills <i>These allow your child to practise skills in a visual and kinaesthetic way.</i>
Using drama techniques	Using hot seating (child takes on the role of a character) Freeze framing (children freeze into a scene) Physical theatre (children changing the outcomes from a scene) <i>These activities will allow your child to express themselves verbally and work in groups with others</i>
Using thinking skills activities	Using circle time to explore a situation Using deeper level thinking <i>These activities help your child to make links between their prior learning and different contexts.</i>
Using of concrete apparatus	Using magnetic letters to support with spellings Practical apparatus to support with maths, e.g. 100 squares, multiplication squares, counters. Fiddle toys or sensory aids. Visual aids or prompts <i>These will support your child to use visual and kinaesthetic learning to grasp basic concepts</i>

Using seating for learning and talking partners	Sitting your child with supportive peer learners Careful seating on the carpet, could be near the teacher Sitting your child with an adult <i>This will support your child to be engaged, opportunities for discussion and have a greater understanding of the task</i>
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What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?

We pride ourselves on our positive relationship with our parents as we understand you know your child best. Opportunities for feedback include:

Opportunity	Details	Frequency
Review meetings	As previously stated	2 x a year
Assessment or observation feedback (Agency led)	To feedback an assessment report or observation either by the agency or the SENDCO If these are completed close to the review meetings, then feedback may be during this time.	Dependent on the need for the agency involvement
Parent consultations	If your child's targets directly relate to the classroom, e.g. behaviour, attention, organisation then these may be discussed during parent consultations.	Twice a year/dependent on the needs of the child
General teacher feedback	If your child's teacher has specific feedback, e.g. to celebrate success or to discuss any concerns, this will happen in between the above meetings.	Dependent on the needs of your child
Home-school communication	It may be required to set up a home-school book or chart which may form part of your child's behaviour plan.	Dependent on the needs of your child
Transition meetings	These will take place with your child's current and future class teachers to share effective practice.	During the final term of each year.

Your child's teacher will always make themselves available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time. The best way to contact the teachers is to catch them on the playground, email them or contact the school office.

How does the school know how well my child is doing?

We carefully track all of our children's progress across each term through the use of data and through observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them including:

- Formal end of term assessments
- Standardised assessments (completed by Specialist Teacher and Educational Psychologist) – gives us a clearer picture of areas of strength and development against children nationally.
- Assessment for learning – within the classroom, using thumbs up/down, self-assessment against targets, use of talking partners to share ideas.
- Individual targets – through a personalised one-page profile/individual education plan

These help to identify areas to target and support with advice on how to move your child forward.

How will my child be included in activities outside the classroom including school trip?

We frequently use educational visits and residential trips (in Years 4, 5 and 6) to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment.

How will the school prepare and support my child to join the school?

We have strong links with our feeder nurseries and to ensure a smooth transition we:

- Will visit the nurseries to meet your child (this is carried out by the Early Years Team)
- Receive and use relevant paperwork from the nursery, e.g. your child's learning journey, any SEN or medical information.
- Parents meetings with your child's class teacher before they start school.
- Liaise with children's key workers at discuss your child's individual needs.
- Hold a 'welcome morning' in the summer term before they start, where you will meet your child's class teacher and SENDCO if necessary, get information about how the school runs, the order of the day and chance to visit your child's classroom.
- Meet with Agencies already involved with your child, e.g. Speech and Language therapists to discuss their targets.

Transition between year groups also involves:

- Sharing of information between class teachers (including paperwork, successful strategies)
- Class swap days where your child will meet their new teacher.

How will school prepare and support my child to transfer to secondary school?

We understand the transfer to secondary school can be a daunting time for everyone and maybe even more so if your child has SEND. We will support you and your child by:

- Organising agency support for transition

- Provide information about the needs of your child to their transferring school through face-to-face meetings, paperwork, emails, etc
- Complete transition booklets to support your child in becoming familiar with the new routines of the school, e.g. maps, timetables, photos of key members of staff.
- Organise additional visits to the school.
- Invite the SENCo's from the secondary schools to come to the last review meeting of Year 5/6

How will I be involved in supporting my child?

Parents are advised how to implement a range of strategies and ways to support their child's development in school and at home. We often give parents:

- Games for developing memory, spellings, maths.
- Useful websites and apps
- Strategies for reading, e.g. reading to your child, with your child, before they read to you.
- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies.

Parents are always encouraged to support within school through:

- Share your own talents, e.g. art, sports, career advice.
- Share your knowledge of your child, e.g. through review meetings, parent consultations.
- Joining us to celebrate success.

How can I access support for myself and my family?

Information on **all services** in Lincolnshire for children and young people aged 0-25 with special educational needs and disabilities can be found at <http://search3.openobjects.com/kb5/lincs/fsd/home.page>

Organisation	Telephone	Website/Email
Lincolnshire County Council SEND Team		SENDenquiries@lincolnshire.gov.uk
Lincolnshire Children's Services	01522 782 111	
Liaise Information, Advice and Support Service.	0800 195 1635	www.liaise@lincolnshire.gov.uk
Lincolnshire Parent Carer Forum	0845 3311310	www.lincspgf.org.uk
Independent Parental Special Education Advice (IPSEA)		www.ipsea.org.uk
PAACT (Autism Support)	07935 222963	paactsupport@hotmail.co.uk

Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for Minority Communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk
Lincolnshire Centre Grief & Loss	01522 546168	

The Lincolnshire County Council Local Offer can be found at the family services directory:

<http://search3.openobjects.com/kb5/lincs/fsd/home.page>

This contains information regarding the SEN provision across the county.

Who can I contact for further information?

If you require any further help or support, please contact:

- Your child's class teacher as first point of contact
- Mrs Dunham (SENDCO)
- Mrs Boulter (Headteacher)

March 2025