Wincanton Primary School (WPS) Special Educational Needs (SEN) Information Report

Summary PARENT/CARER GUIDE

Co-produced and Governor Approved January 2025- Due for review January 2027

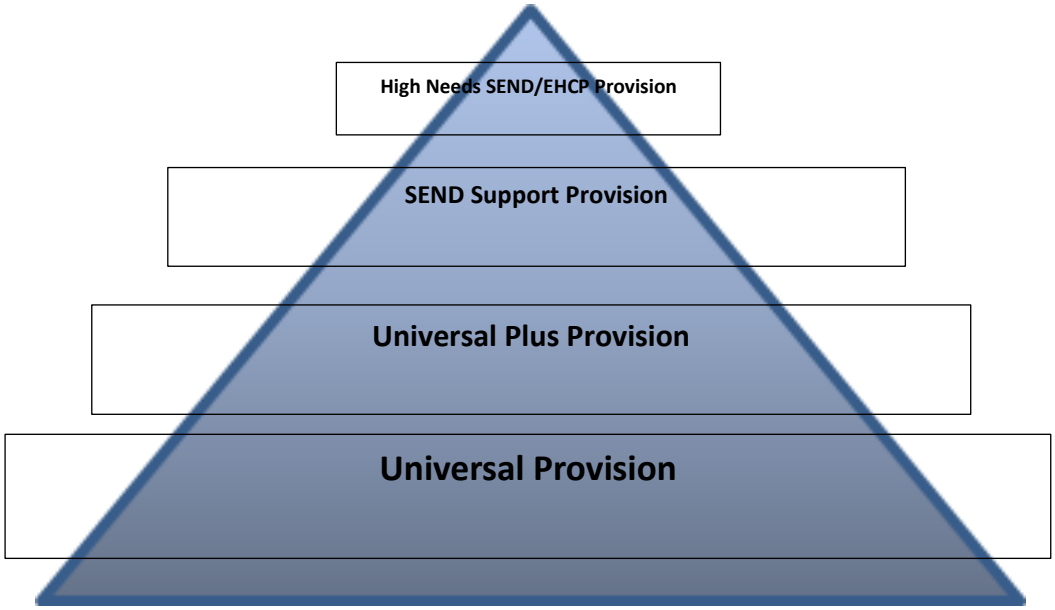
New Building



Victorian Building



We Follow A Graduated Approach to SEND Needs



If I have concerns about SEN, who can I contact and how?	
1st	**The Class Teacher:** Approach at the end of day or ring main school office 01963 32132
2nd	**The SENCO, Miss Richardson:** Ring main school office 01963 32132 **or email** office@wincantonprimaryschool.co.uk
3rd	**Head Teacher, Mr Wilson:** Ring main school office 01963 32132 **or email** office@wincantonprimaryschool.co.uk
4th	**SEND Governor, Kirsty Calcott:** Ring main school office 01963 32132 **or email** Kirsty.Calcott@wincantonprimaryschool.co.uk

Is WPS Fully wheelchair accessible? Yes

Are WPS policies available on the school website? Yes

SEND Policy, Accessibility Plan & medical Policy **www.wincantonprimaryschool.co.uk**

What are the different types of Special Educational Need and Disabilities?
What types of SEND are provided for at WPS?

There are four broad areas:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health**
4. **Sensory and/or physical**

We follow the **Somerset's Graduated Response Tool:** ordinarily available provision for children and young people (CYP) with SEND. **Somerset Council Website: SEND Somerset's Local Offer:** https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/

How does WPS monitor progress and let me know if they have any concerns about my child's learning?
How is the progress of my child measured?

There are three main opportunities a year:

- **Autumn Term 'Face to Face' parent evening**
- **Spring term Mid-Year school report and follow up parent evening on request.**
- **Summer Term 'Face to Face' parent evening**

An appointment with the SENCO can also be requested at any time.

- Teachers assess and make judgements; data is collected and discussed at **Pupil Progress Meetings.**
- This is also discussed and **SEND Review Meetings** between the SENCo and Teacher.

How does WPS identify children who have SEND needs?
How do they know that my child needs extra help?
How will they tell me their concerns?
How do children move between the different levels of support at WPS?

- We follow the SEND code of practice: 0-25 years (2014) and the **Somerset's Graduated Response Tool.**
- Every teacher has a **SEND Review meeting** with the SENCo.
- Teacher's track children causing concern using a **Universal Plus Barriers and Provision record** to identify children early, who may have SEND needs and can make an Initial Concerns Referral to the SENCo.
- We follow an **ASSESS-PLAN-DO-REVIEW** process and have associated APDR documentation.

How can I let WPS staff know I have concerns about my child's progress in school?
How will I let them know if my child has concerns about their abilities?
Who are the best people to talk to about my child's difficulties with learning/ Special Educational Needs or disabilities?
What do I do if I have a concern about the provision my child is being offered?

Within the School Setting:

- **Firstly,** always speak to you child's teacher. They are the people who know your child in school the best.
- **Secondly,** after contacting the class teacher, you can contact the school SENCO Miss Richardson, by ringing the main school office or emailing on **office@wincantonprimaryschool.co.uk**
- **Thirdly,** having been in touch with the teacher and SENCo, if you have deeper concerns, you can contact the Head Teacher Mr Wilson, by ringing the main school office.
- **Finally,** if you feel you require further contact regarding your concerns, you can contact the SEND Governor through the main school office.

Outside the School Setting:

- Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) **somersetSENDIAS@somerset.gov.uk**

What are the different types of support available for children with SEND at WPS?
How will the teaching be adapted for my child with SEND learning needs?
How will they support my child and how will the curriculum be matched to their needs?
How will they be included and engaged with activities alongside all the children in their class?

At WPS we have adopted a four-stage system of **Graduated Response** to need and provision. This has been illustrated at the start of this Information report.

- **HIGH NEEDS- EHCP:** Class provision /differentiation, Quality First Teaching, Good practices to overcome barriers embedded, 'Targeted Provision', 'Specialist Interventions' and 'Highly Personalised Provision or Interventions'. *Specialist programmes for groups or individuals are provided for children who have been identified by the class teacher, SENCo & the senior leaders, as requiring specific highly personalised support. The children may need extra specialist support from an adult in school or from a professional. This may be from: Educational Psychologist; Specialist Advisory Teachers; Medical services.*

- **SEND SUPPORT**: Class provision /differentiation, Quality First Teaching, Good practices to overcome barriers embedded, 'Targeted Provision' and 'Specialist Interventions'. *Run by a teacher or teaching assistant (support staff) who may have had training to run these interventions.*

- **UNIVERSAL PLUS**: Class provision /differentiation, Quality First Teaching, Good practices to overcome barriers embedded and 'Targeted Provision'. *Specific children may work within a smaller group of children or on an individual basis. This may be run in the classroom or another teacher space. They may be part of a Catch-Up Surgery after a lesson input.*

- **UNIVERSAL PROVISION** - Class Provision/differentiation, Quality First Teaching, Good practices to overcome barriers embedded. *Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching*

How is extra support allocated to children?
How is the decision made about the level of support my child receives?
What happens if my child needs extra equipment?
How is my child's overall wellbeing supported?

- The school has a budget for SEND.
- The Head Teacher and SENCo discuss all the information they have about SEND in the school to decide.
- The level of support depends on the needs of the child.
- The school can access specialist equipment through outside services in some cases.

How does WPS evaluate the effectiveness of provision for pupils with SEND?
How will they let me know how my child is doing and if it is working?
How will I be included and involved as a parent?
How will my child be involved?

- The school have a robust system of reviewing overall provision for the pupils at WPS looking at achievement, behaviour and safety, leadership and management as well as quality of teaching.
- Termly **Pupil Progress Meetings** are held between teachers, their year team leaders and senior management.
- The SENCO monitors the effectiveness of intervention provision, the quality of class teaching to overcome barriers through **Learning Walks**, pupil achievements and behaviours.
- At SEND Review **Assess-Plan-Do-Review Plans (APDR)** is discussed. Every pupil on the SEND Register has an **All About Me (Pupil Passport)** with pupil and parent views included.
- Parents of children who are **High Needs SEND with an EHCP** are required to attend a yearly **Annual Review Meeting** with the SENCo.
- An **Annual Review Meeting** is required to make an **EHCP request.** This follows the same format producing a **My SEN Support Review** document. These include Pupil and parent views.

Who are the other people providing specialist services for children at WPS with a SEND need?
What specialist services and expertise can the staff access?

- Support staff directly funded by the school.
- Outside agencies paid for centrally by the Local Authority or additional traded hours bought in by the school, used to facilitate additional services involvement.
- Services paid for by the Health Services accessed by school.
- Involvement with special school outreach support.

How does WPS support Neurodiversity Concerns?
What is the process for starting a Neurodiversity assessment?

Parent concern:

- Parents are asked to complete the parent's views section of the Neurodiversity 'Next Steps' form.
- Once this is received, the class teacher who knows the pupils best will monitor the pupil over several weeks in relation to the concerns, then complete diagnostics which the SENCo will analyse and complete the practitioner's views on the 'Next Step' form, which will be collated by the SENCo to see if there is 'Compelling evidence' of need in the school setting.

- A meeting will be held to review the evidence and discuss parents wishes in regards to a referral.

School concern:

- The class teacher who knows the pupils best will complete diagnostics which the SENCo will analyse and also complete the practitioner's views on the 'Next Step' form, which will be collated by the SENCo, to see if there is 'Compelling evidence' of need in the school setting.
- Parents will be contacted so school can share their concerns in a meeting and if parents agree to an assessment, they will be asked to complete the parent views section of the 'Next steps' form.

How are the staff at WPS supported to work with children with SEND and what training do they have?

- The SENCo has been accredited with a Post Graduate Certificate in Vulnerable Learners and The National Award for SENCo Qualification. They support/advise teaching and support staff.
- The school has a training plan for all staff to improve the teaching and learning of ALL children including those with SEN. This includes whole school information & training on the **four areas of need** and **overcoming barriers to learning.**
- Individual teachers and support staff attend training courses that are relevant to the needs of specific children in their class.

How have WPS made the school accessible to children with SEND?
How do you promote inclusion?

- Within the whole school setting, our site and buildings have all necessary adaptations and access.
- Within the whole school ethos SEND pupils are included in every aspect of school life through adaptations or reasonable adjustments.
- Within classrooms we embed practices to remove barriers for SEND learners and improve the quality of teaching for ALL.

How can my child be supported during transition? (i.e. Moving into the school, between classes or leaving the school?)
What are the admission arrangements for pupils with SEND needs?

- We recognise that 'moving on' can be difficult for a child with SEN.
- We take steps to ensure that any transition is as smooth as possible.
- We provide additional support when entering our school, moving out of our school, moving up a year and transitioning to secondary school.
- Our school's admission policy can be found on the school website.

What support does WPS have for me as a parent of child with SEND?
How am I, as a parent, involved in the life of WPS?

- We would like you to talk to your child's teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school.
- In some instances, communication books between home and school are beneficial.
- WPS has a clear website page where you can access the SEN tab for support resources and information documents. WPS has an active PTA (Parent Teacher Association) that arranges fundraising. This is a great way to get to know the school and other parents.

Where can I find out what Somerset has to offer if I am new to the county?
Where can I get further information about services for my child?

Government SEND Code of Practice 0-25years **https://www.gov.uk/government/publications/send-code-of-practice-0-to-25**
Somerset's Graduated response Tool **https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/**
Somerset Local Offer **www.somerset.gov.uk/local-offer**

SIGNED

Chair of Governors: Charles Beck

Head Teacher: Graeme Wilson

