

# **SEN Information Report for Winterton Primary & Nursery 2017-2018**

## **Part of the Norfolk Local Offer for Learners with SEN**



If you have any difficulty accessing this report, please do not hesitate to contact the school and we will be happy to help

### **Introduction**

#### **Welcome to our SEN information report.**

This is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN.) The local offer is where parents can find out what is available in Norfolk to support their child.

You can find out about the Norfolk Local Offer at

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

### **Who to contact**

If you think your child may have SEN please speak to the class teacher or contact Jan Cuss our SENCO on 01493 393218. She is usually in school on Mondays, or you can contact by email: [send@winterton.norfolk.co.uk](mailto:send@winterton.norfolk.co.uk) . Alternatively, come in to make an appointment in the school office.



Mr Martin White  
Head teacher

Neil Campbell  
SEN Governor

Jan Cuss  
SENCO

## Our Approach to Teaching Learners with SEN

At Winterton Primary School & Nursery, we value:

### Learning for all

We want all adults and children to participate in learning. We celebrate all members of our community. Our aim is to create an inclusive culture in our school. This includes being responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, please see our Admissions Policy.

We value high quality teaching for all learners and actively monitor teaching and learning in the school, please see our Teaching, Learning and Assessment Policy.

Our school improvement and development plan is about developing learning for all and includes continued professional development (CPD) opportunities for all staff.

We are committed to creating a learning environment which is flexible enough to meet the needs of all members of our school community. . We closely monitor progress of all learners. Staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular lesson observations, data collection and analysis, learning walks, book scrutiny and pupil progress meetings. Any children that are not making expected progress will be identified and interventions will be put into place. These are evaluated for effectiveness at the end of the intervention. Any worries or concerns you may have regarding your child's learning /progress can discussed with the class teacher or SENCO at any time.

### Things children say they find hard to learn in school

I find rotational symmetry hard

"English... mostly the ideas

Handwriting.....I get my "n"s a bit too big and the sticks look like an "h"

I find reading out loud quite hard because I usually can't stop long enough on each word and find it hard to keep the flow going

Everybody has got a different talent

I'm quite good at maths, I just don't get time

## How we identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

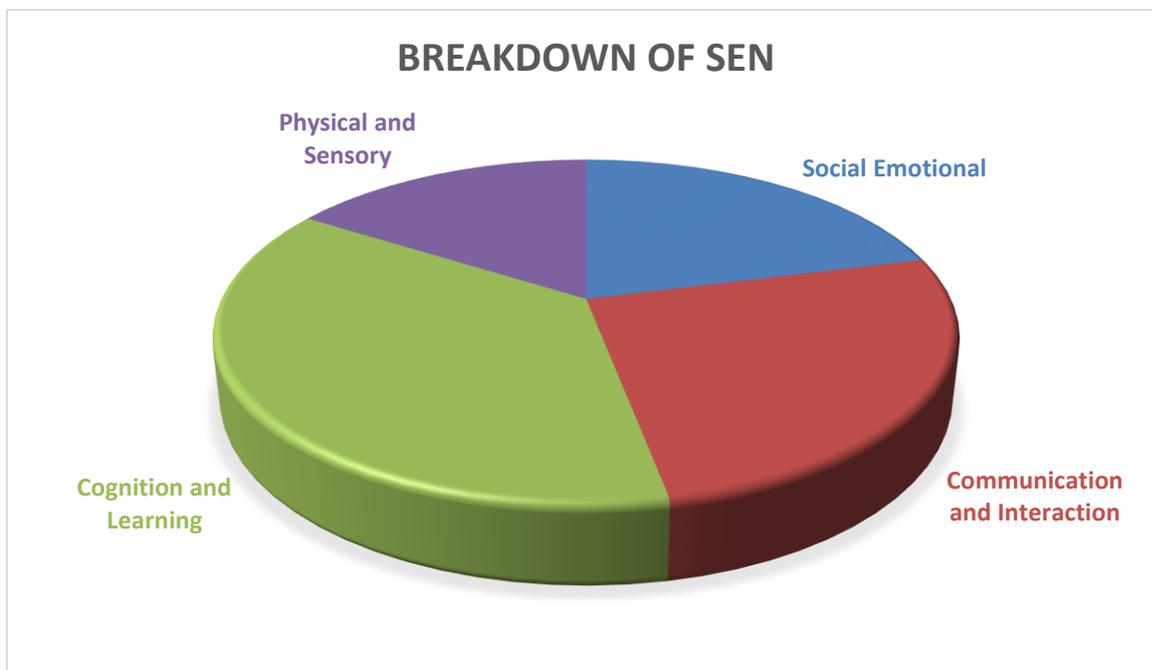
**“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age or;**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If your child is identified as having SEN, we will provide provision that is ‘additional to’ or ‘different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

At Winterton Primary School & Nursery we are committed to ensuring that all learners have access to learning opportunities. For those who are at risk of not learning, the school has a responsibility to support via a range of interventions.

Our SEN profile as at April 2018 shows that we have 26% of children identified as having SEN, and 21% of those have a statement or Education Health and Care Plan. This is compared to the national average of 13.4%.

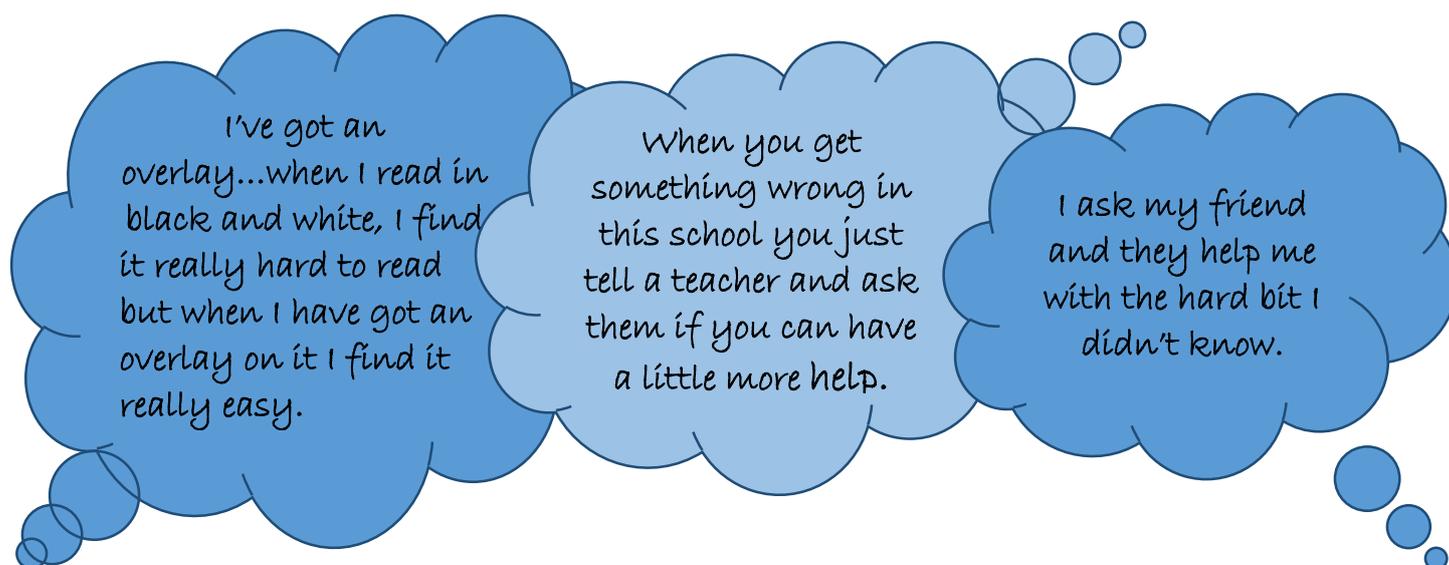


## Assessing SEN at Winterton Primary School & Nursery

Class teachers, support staff, parents/carers and the children themselves will be the first to notice a difficulty with learning. This then triggers an assessment involving the child, their parents/carer and, of course, their teacher. By early identification and offering help as soon as possible, most children's SEN is temporary. However some children's needs are more complex or long term. Identifying these children early helps provide the support, teaching and learning opportunities that enable them to aim high like their classmates. The Special Educational Needs Co-ordinator (SENCO) has a role to identify children's barriers to learning and support staff in strategies to remove those barriers. We have a range of assessments available.

For some children we may want to seek advice from specialist teams. In our school and cluster we use various specialist services, including: Benjamin Foundation, Nelson's Journey Speech and Language therapists and a Parent Support Advisor based at Flegg. We also consult with a wide range of other professionals as and when the need arises.

## What we do to Support Learners with SEN at Winterton Primary School & Nursery



Every teacher is expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. The SENCO and senior leadership team support teachers to achieve this by providing advice and training. There is regular monitoring and observations that identify teachers who may need help supporting pupils with SEN in their class.

Our teachers will use various strategies to help children with SEN. This might include using:

- Visual timetables
- Visual cues, objects of reference
- Writing frames
- Laptops or other alternative recording devices
- Positive behaviour rewards system
- Use of coloured overlays

The type of support is dependent on the individual's needs. All our pupils are involved in making their own "pupil learning passport" which focuses on their strengths and weaknesses as learners and how we can support them. This in turn informs the writing of pupil learning plans when they are needed.

All forms of support are listed on a chart called a provision map. This describes the interventions and actions that we use at Winterton Primary School & Nursery to support learners with SEN. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Our provision map is shared with governors who check we are doing what we say and that it makes a difference to the progress of children with SEN.

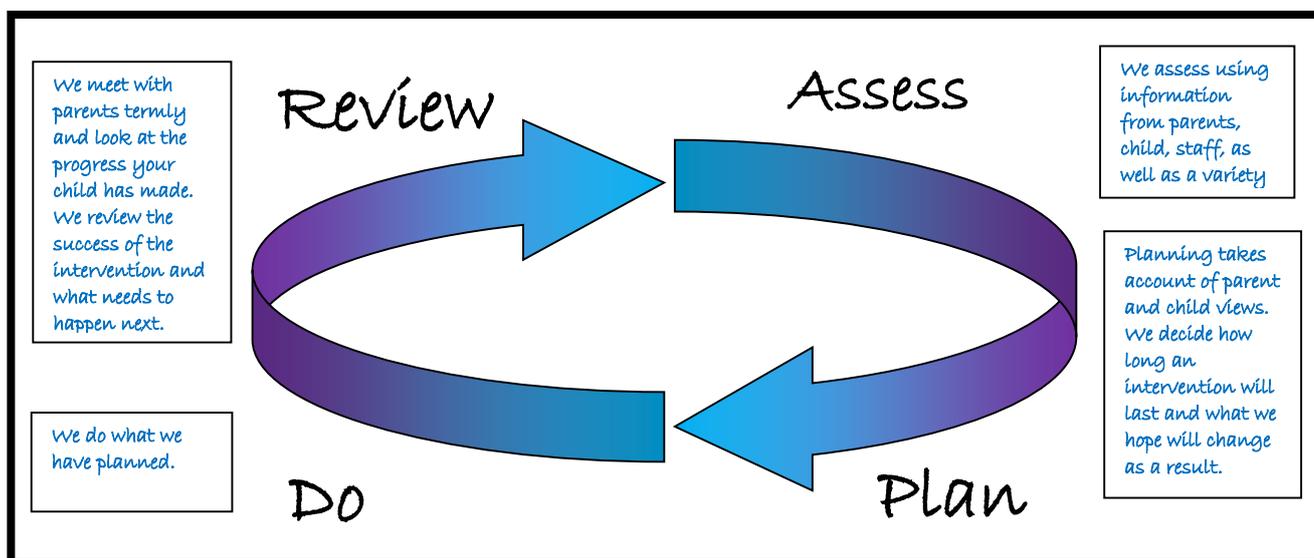
### **Funding for SEN**

Winterton Primary School & Nursery receives funding directly to the school from the Local Authority to support the needs of learners with SEN. The amount can be seen in something called the SEN memorandum. We received £25063 for 2016/17 for SEN.

The Winterton cluster of schools also receive money from the Local Authority as 'top up' funding for learners who need support that is more than that available to the school. We make bids for this additional funding as and when it is needed. This could be used to buy specialist resources and equipment for specific needs.

### **How do we find out if this support works?**

Checking children's progress is an integral part of our school. We follow the 'assess, plan, do, review' model.



It is important to us that parents/carers and children are involved in each step. Before any extra help is given to a child, the SENCO, teacher, parent/carer and child, agree what they expect to be different following this help. We write down what level the child is at and compare this with their level afterwards, to see if the extra support (intervention) has made a difference to their learning.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself and is part of a formal meeting held once a term. This is when we all discuss progress and next steps. If a child has a statement or Education Health and Care Plan (EHC plan) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO checks Winterton Primary School & Nursery is using interventions that work by comparing children's starting and end points. All data is scrutinised by the senior leadership teams, governors, local authority and OFSTED.

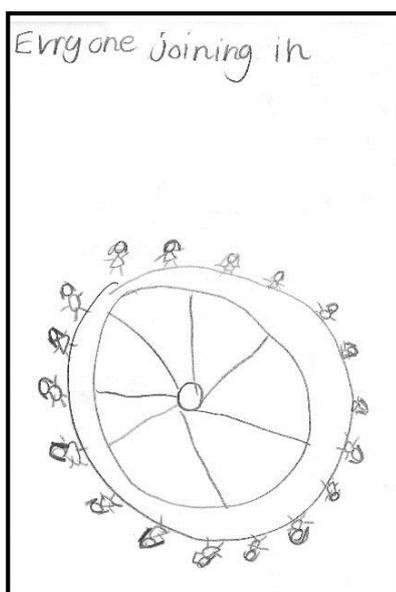
### **Other Opportunities for Learning**

All children should have the same opportunity to take part in extra-curricular activities. At Winterton Primary & Nursery in 2018 we offer a range of additional clubs and activities. These can be found on our school website.

We are committed to making reasonable adjustments to ensure everyone can join in, so please contact our head teacher to discuss specific requirements.

Please email: [head@winterton.norfolk.sch.uk](mailto:head@winterton.norfolk.sch.uk).

All staff at Winterton Primary & Nursery receive regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'



The Equality Act 2010's definition of disability is:

**“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation. Equality policy.

## **Preparing for the next step**

Moving on is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Winterton Primary School & Nursery works in partnership with children, families and other providers to ensure these transitions are successful. We endeavour to maintain a close link with our local high school- as well as other schools that our pupils may transfer to.

Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

**If you are worried your child is being bullied** Children with special educational needs can be vulnerable to bullying. Winterton Primary School and Nursery School takes all incidents of bullying very seriously and its approaches are explained in our Behaviour and Anti-bullying Policy. Please contact a member of staff as soon as possible if you are worried your child may be bullied.

Useful contacts for further information and advice about anti-bullying:

[www.childline.org.uk/Bullying](http://www.childline.org.uk/Bullying)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.kidpower.org](http://www.kidpower.org)

### **Have your say**

Winterton Primary School & Nursery is our community school. We welcome everyone helping to shape and develop provision for all of our learners, aiming at achievement for all. This SEN report sets out Winterton's offer to children with SEN which will be reviewed annually.

**We welcome your involvement. Come and help us make a difference for your child and others.**

### **Useful links**

Norfolk SEND partnership: [www.norfolksendpartnershiass.org.uk](http://www.norfolksendpartnershiass.org.uk)

[www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

Parent Partnership

[www.dfe.gov.uk](http://www.dfe.gov.uk)

Children with SEN receive a termly SEND Partnership Newsletter which contains useful information and contact numbers of organisations.

### **Local clubs**

There are many local groups and organisations, including Badgers, Brownies, Beavers, Cubs, Scouts and Judo. Swimming at Yarmouth High School / Marina Centre / Broadland Sports Centre, Premier Sports. Please ask at school if you need help finding out about any of these.