



Windermere Primary School

SEN Information Report

The SEND Code of Practice (2015) states that:

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

1. How does Windermere School know if children/young people need extra help and what should I do if I think my child may have special educational needs?

A child may already have an identified need when they join us. They may have an SEND support plan or Education Health Care Plan.

Children are encouraged to seek help whenever they are worried about anything in school. They 'self-assess' their own learning and discuss what they are doing with teachers and teaching assistants.

Observation, learning conversations, questioning and listening to children, are essential classroom practice, through which children's additional needs may be identified – any concerns will be discussed with the SENCo.

Class teachers meet with the Senior Leadership Team (including the SENCo) each term, for a 'pupil attainment and progress meeting'. Every child's progress (academic and social) is reviewed, concerns/needs are considered and possible strategies talked through.

Where progress remains a concern over an agreed period of time, or if additional provision is needed, parents will be consulted and next steps agreed.

We have an 'open door' policy. If you have any concern about your child's development (academic, social or emotional), we encourage you to phone or email the school office to make an appointment to meet with us.

2. How will school staff support my child?

- Teachers are responsible for the progress and development of all of the children in their class. Quality first teaching is a key priority at Windermere. Teachers continually assess children's progress through daily observation, marking, feedback and more formal summative assessment.
- Each child is tracked using a variety of tools that enable teachers to check that they are making progress in line with the expectations for their age group.
- If a child has needs related to more specific areas of their education, e.g. phonics, handwriting or numeracy then they may become part of a small focus group. Interventions are regularly reviewed by all involved to establish the effectiveness of provision and to inform future planning. These interventions are recorded on the class provision map.
- Parents are kept up to date with progress by the class teacher.
- Pupil Progress meetings are held each term. This is a meeting where the class teacher meets with the Headteacher and the SENCo to discuss the progress of children in their class.
- Occasionally a child may need more expert support from an outside agency such as The Links (Behaviour Support Team), Educational Psychologist or a specialist.
- The SENCo coordinates, monitors, evaluates and shares best practice in provision.
- Mrs L Fugle is our named governor for SEND - she specifically monitors SEND provision.

3. How will I know how my child is doing?

Parents are kept informed in a variety of ways.

These include:

- Parent teacher consultations (virtual or face to face) are held in the autumn and summer terms.
- Brief, informal meetings between parents of children and classroom staff may take place. The office staff will make appointments for any longer meetings. Parents, and wherever appropriate, the child, attend a termly SEND support review meeting with the class teacher and/or the SENCo. Progress review in the form of an annual report is completed in the spring term.
- Annual review for children with an Education Health Care Plan with termly progress reviews.

4. How will the learning and development provision be matched to my child's needs?

- Learning is matched to children's needs through quality first teaching.
- Through effective formative assessment, teachers know children's strengths and needs and make reasonable adjustments e.g. resources, use of the outdoors, pre-teaching vocabulary and concepts, the use of technology or any additional support agreed at SEND support meetings.
- Progress over the previous term is reviewed at each SEND Support Planning and Review meeting. Targets are set for the next term and the appropriate provision is planned. Meetings are attended by the SENCo and/or class teacher, parents and child (wherever appropriate).

5. What support will there be for my child's overall wellbeing?

The school offers a variety of pastoral support options for children who are encountering difficulties.

- Members of staff know their classes well and are well placed to talk and support the children.
- Occasionally a child may need more expert support from an outside agency. We currently have some provision for individual and group work (nurturing), counselling and mentoring. Parents would be informed and their consent requested.

Children with medical needs

- If a child has an ongoing medical need, a Care Plan is compiled with those involved with the child.
- Relevant staff have first aid training certificates and other medical training as necessary to support children at school.

6. What specialist services and expertise are available at or accessed by the school?

At times it is necessary to consult with outside agencies to receive specialised advice. Agencies used by the school include:

- Education Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Advisory Teachers for Speech Language and Communication Needs
- School Nurse
- Specific Learning Difficulties Base
- ASD specialist support/advice

7. What training have the staff, supporting children and young people with SEND, had or are having?

- Teachers and teaching assistants consistently reflect on practice and continually develop their knowledge and understanding of SEND through formal and informal training and reading.
- In addition, individual training for staff based on a child's needs is received from external professionals, e.g. Educational Psychologist, Occupational Therapist, Physiotherapist, Speech Therapist.

8. How will you help me to support my child's learning?

- The school has an 'open door' policy where parents are welcome to discuss their child with staff.
- Parents are informed if a child is having extra help at school and how they can support this at home.
- The school can help to arrange meetings with other professionals who may be working with your child.
- The school leads parent workshops to explain methods used in teaching key subjects.

9. How will I be involved in discussions about and planning for my child's education?

- Parents/carers of children who require additional support through a small focus group will be informed by the class teacher of their targets and how they can support them at home.
- Parents of children with Individual Support Plans (ISP) and Education Health Care Plans (EHCP) are invited into school regularly to review success and next steps. Their contributions are very important.

10. How will my child be included in activities outside the classroom including school trips?

- Activities and school visits are planned for all children.
- We assess the extra support that will be needed for extra-curricular activities and plan for this and risk assessments are carried out.
- Where appropriate, 1:1 ratios may be used and parents invited to accompany the classes.

- During activities such as sports day, we ask the children to decide how they feel the activities could be adapted to suit their individual needs.

11. How accessible is the school environment?

All areas of the school can be accessed.

12. Who can I contact for further information?

- Your first contact is your child's class teacher.
- Mrs Garfen is our Special Educational Needs Coordinator (SENCo).
- The Headteacher is Miss Gilliver.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Strategies are in place to enable the children's transition to be as smooth as possible.

These include:

- For yearly transitioning between year groups we provide the opportunity for children to spend time in their new classrooms in the summer term before they start a new year group.
- For children with SEND we may increase the amount of time they are able to spend in their new environment to ensure they are comfortable with their transition.
- We provide "Transition booklets" which are documents the children can take home with pictures of their new classroom, new teachers and other key information they can become familiar with over the summer.
- Transition meetings with the current teacher, new teacher/s and SENCo are held to ensure all key information is passed forwards.
- If children are transferring from our school to another school, the SENCo meets/ contacts the appropriate person at the school/secondary school to ensure that all key information and documents are shared and passed on.
- In some cases, the child may make several visits to their new school with a member of staff from ours.

14. How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional adult support or resources dependant on need.
- Provision maps and Individual Support Plans are updated termly and when children with special educational needs join and progress through the school.
- Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.
- Children who have an Education Health and Care Plan will have a budget allocated by the county.

15. How is the decision made about how much support my child will receive?

- The decision is made through continual assessment of how your child is progressing, what type of support your child needs and advice given by outside agencies.
- It is our aim to develop the independence of all children and no child will receive full-time support from the same adult.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is 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 in the local area.

Hertfordshire County Council's Local Offer can be accessed online here:

[Hertfordshire Local Offer](#)