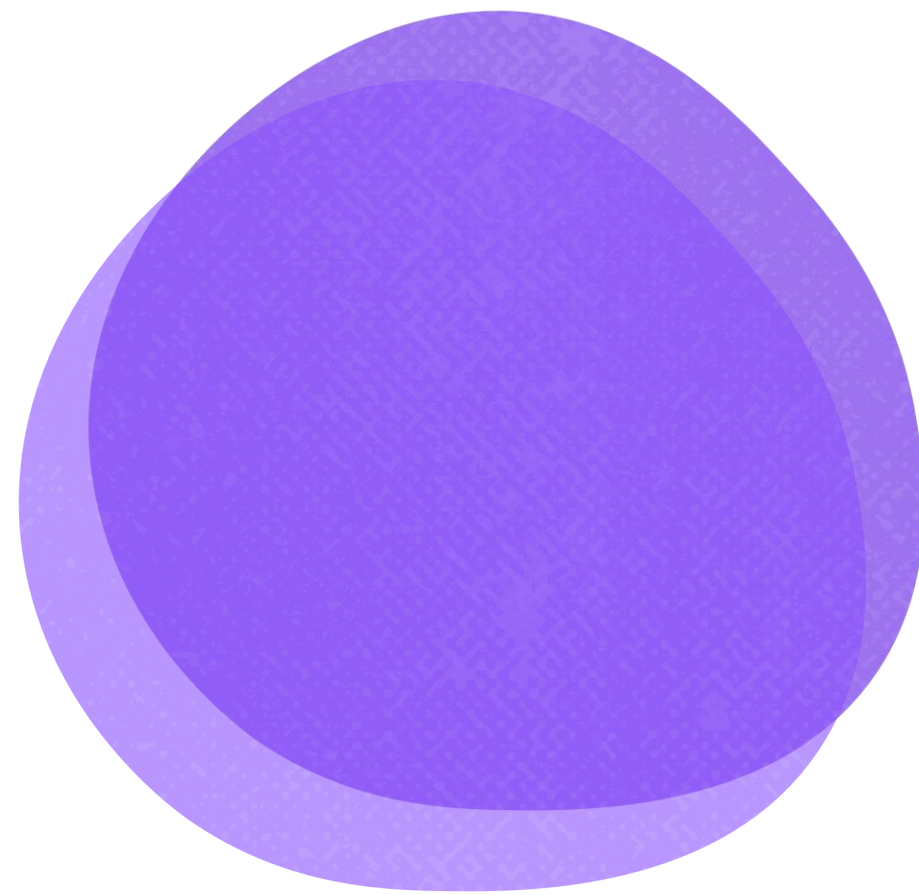


SEND Information Report



We are proud to tell you
about how we support
children with additional
needs in our school

Who can I talk to about my child's special educational needs?



My child's Class Teacher:

They are responsible for ensuring your child is making progress and liaising with the SENDCO about the support they may need. They should be the first person you speak to about any concerns.



The SENDCo:

Hannah Waters
She is responsible for coordinating the support for pupils with SEND, providing support for staff and communicating with parents.
h.waters@consortiumtrust.org.uk



Senior Lead in School:

Please speak to Jemima Williams if you cannot meet the class teacher or SENDCo for any reason.

The SEND Trustee: The Trust has a SEND Trustee who can be contacted through the school. They are responsible for monitoring the school's SEND Provision through regular contact with central team and school staff.

How do teachers at my child's school identify and assess pupils with SEND?



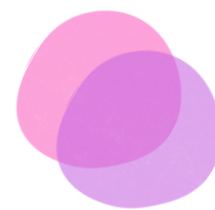
We gather information from parents/carers, from teachers, from pupils, and from other agencies such as medical professionals or therapists.



We use various standardised assessments to monitor your child's progress in school.



We use the 7C's assessment and intervention toolkit to help us set targets for your child.



We observe children and use our professional knowledge and experience to see what support they might need.

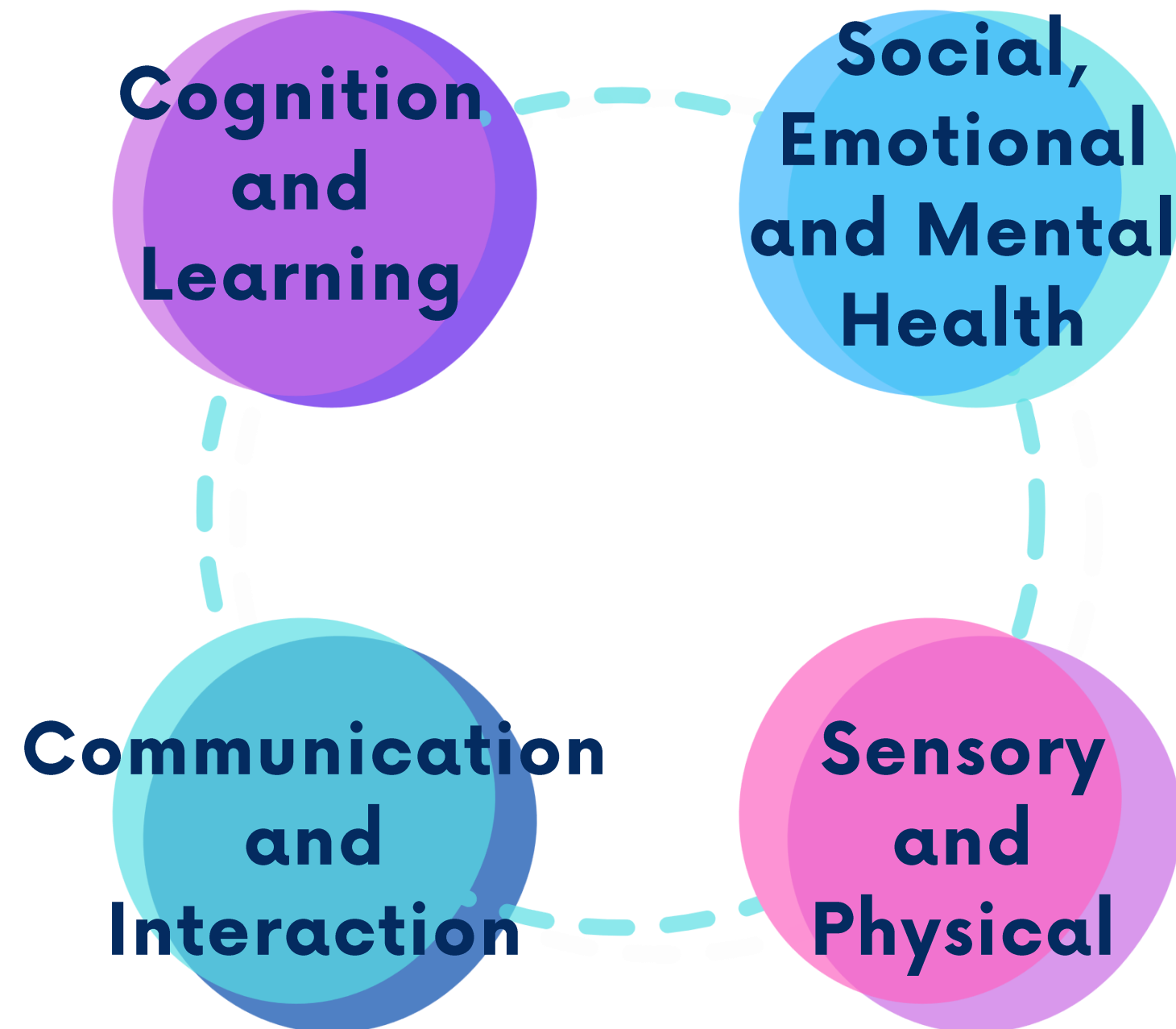


We refer children to other agencies for further assessment where needed, in consultation with parents/carers.



What kinds of SEND are provided for at my child's school?

There are four main broad areas of SEND:



Every child's needs are considered on an individual basis at our school. Our school is experienced in supporting children with a range of needs including ADHD, autism, dyslexia or learning difficulties, motor difficulties, sensory needs, speech and language or communication difficulties, visual and hearing impairments. Winterton Primary School and Nursery is committed to inclusive learning and wellbeing for all our pupils.

How does the school communicate with the parents/carers of children with SEND?

- Autumn and Spring term parents' meetings
- Summer term end of year report
- Website
- Review meetings or consultation meetings
- Meetings with outside agencies
- School Facebook page
- Tapestry
- E-mails
- Regular letters
- Appointments with staff
- Reading diaries
- LearningPi



How do staff communicate with the children who have SEND?



**Visual resources
in classrooms to
support targets**

**Certificates
are awarded
in school**

**School council
and Pupil
Parliament**

**Children are
involved in
setting and
reviewing their
targets**

**Time to speak
and adults who
listen carefully**



How does the school provide children with SEND access to the whole curriculum and support their emotional well-being?

Winterton Primary School and Nursery offers a unique curriculum which includes:



**Formal
Learning**



**Informal
Learning**



**Personalised
Learning**



**Extended
School
activities**



**SENDCo makes
sure all staff are
aware of pupils
with SEND so that
they are included
in all teachers'
planning**

**Personalised
Learning Plans
(updated termly)
and 7Cs
assessment**

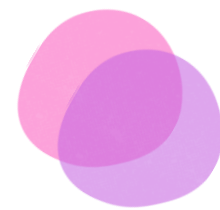


**Opportunities
for very
small group
and
individual
support**

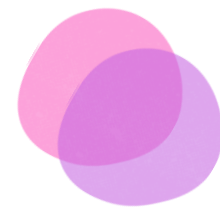
**Lessons and
learning
spaces are
adapted to take
account of
individual
needs**



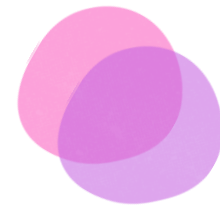
What are the different types of support available at Winterton Primary School and Nursery?



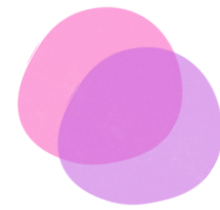
All children receive quality first classroom teaching from highly motivated and enthusiastic teachers



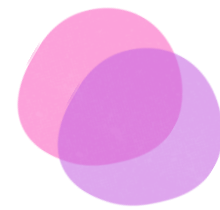
Scaffolded and adapted work provided by the class teacher with the support of visual and concrete resources where needed



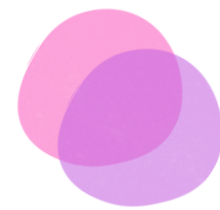
Intervention and support groups run inside and outside the classroom



Individual support also available



Internal specific assessments carried out to assess what additional support or intervention is needed



Specialist monitoring and assessment from outside agencies where necessary and when agreed with parents/carers



Trained and experienced teaching assistants provide a range of supports such as interventions, pastoral or behaviour



Adapted curriculum and sensory activities for children not able to access age specific learning

These are some of the interventions that are used at Winterton Primary School and Nursery



Numicon



Nessy



**Read Write Inc
Phonics**



Clicker



Wellcomm



Social skills



**Lego based
intervention**



**Attention
Autism**

How adults help me at school



Visual timetable

Practical equipment

Now, next and then board

Written, visual or verbal prompts

Using a laptop

Brain breaks

Sensory circuits

Coloured paper or overlay

Writing scaffolds

Word banks

Small group support

Additional time

How is extra support allocated to pupils?

Decisions are based on the needs of the pupils and provision identified in EHCPs. The Academy Head, SENDCo and class teacher agree what resources, training and support is needed. This is reviewed regularly, and changes made as needed.

Additional funding can be applied for where pupils with severe or complex needs require an exceptionally high level of support.

Support might include intervention groups, or group or individual support in the classroom.



How does the school evaluate the effectiveness of provision for pupils with SEND?



Termly review of all pupils with SEND with the Academy Head, class teacher and SENDCo alongside discussion with parents/carers

Pre and post intervention data including use of specialist tools such as BPVS, 7C's, Wellcomm, Dyslexia Screener and others.

Monitoring in the classroom through lesson observations, learning walks, book scrutinies and pupil progress meetings with teachers.



How accessible is the environment at Winterton Primary School and Nursery?



The school is a single storey extended Victorian building with no steps.



We have wide corridors and doors. We are a small school with limited space to store equipment but we do have accessible toilet facilities.



Our playgroud and field are flat and are part of our main school site.



Provision can be made for a range of physical and sensory needs.

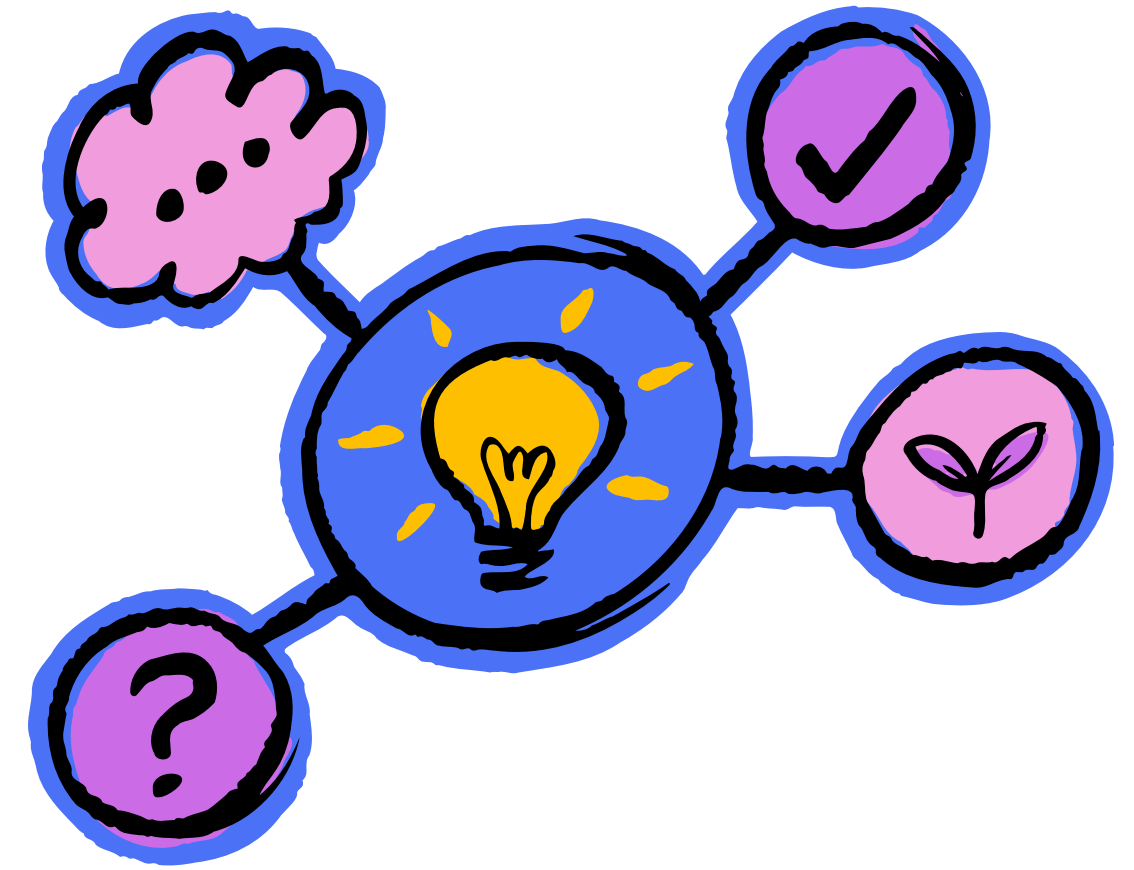
What other agencies does the school work with to support SEND children?

Where necessary, and in consultation with parents/carers, the school liaises with the following outside agencies in Suffolk and Norfolk:

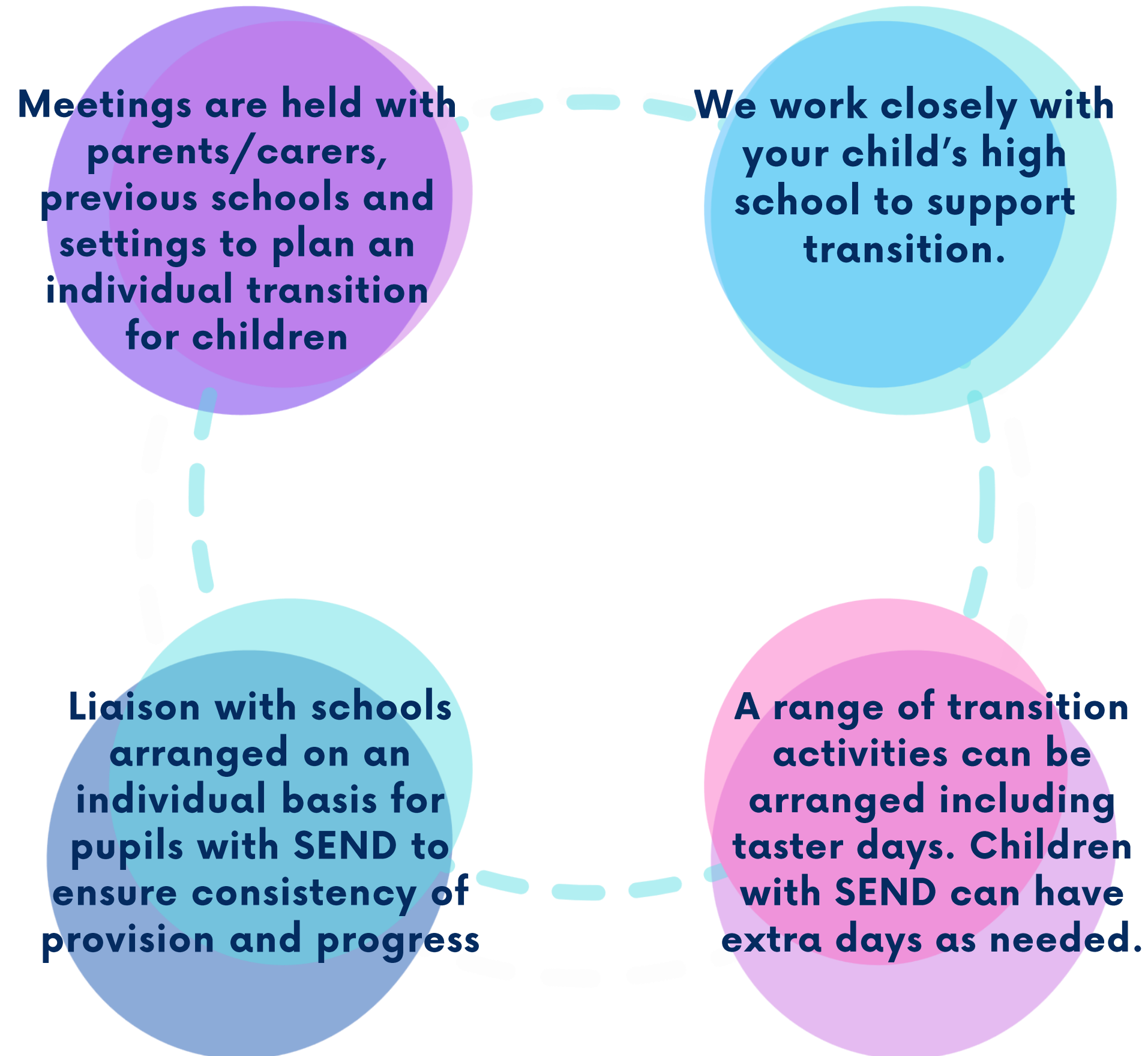


What is the expertise of the staff and what training is provided at my child's school?

- Qualified Teacher Status for all teachers
- Hannah Waters is the SENDCO and Assistant Academy Head - she is currently completing the National Award for SEN Coordination and is a Mental Health Champion
- First Aiders and access within Consortium Trust to Mental Health First Aiders
- Safeguarding training
- Trained Teaching Assistants and Higher Level Teaching Assistants
- Behaviour Management, trauma and Positive Handling training
- On-going CPD for all staff from the Trust Inclusion Team and a wider network of professionals



How is transition into and out of my child's school arranged?



Who, outside of school, can I turn to for advice and support if I am not happy?

- We really want to work with families to make sure you and your children are happy and successful in our school. We are always here to listen. Please come and talk to us if you have any concerns.
- Our complaints policy is on the school's website.
- The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide impartial information for the parents/carers of all children and young people with SEND, up to the age of 25. xzs
- SENDIASS in Norfolk <http://www.norfolksendpartnershiassiass.org.uk/>
- In some circumstances you can appeal to the SEN and Disability Tribunal. <https://www.gov.uk/special-educational-needs-disability-tribunal>
- All schools and Norfolk County Council have complaints procedures which are followed.

More Information

- Please read the Behaviour and Inclusion Policy and Teaching, Learning and Curriculum Policy on the Consortium Trust website.
- You may also have heard about the 'local offer'. This is part of the Children and Families Act 2014. Local Authorities must publish a local offer setting out information about the provision in their area for children and young people with SEND. Schools contribute to the local offer by sending information to the local authority.
- For information about Norfolk's Local Offer visit <https://www.norfolk.gov.uk/SEND>
- This SEND Information Report was reviewed in October 2024 and will be reviewed annually.
- We value your feedback so please contact the Academy Head or SENDCo if you have any comments on this SEND Information Report.