



Windermere Primary School

SEN Information Report

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?

We know that children need help when:

- Concerns are raised by staff, parents, carers or a previous setting.
- The child is not making the progress we expect.
- Observations and discussions with parents and staff concern us.
- We observe a change in a child's behaviour, self-esteem or friendships.

2. How will school staff support my child?

- Through quality first teaching in all classes. Teachers continually assess children's progress through daily observation, marking, feedback and more formal 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 Head Teacher 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.

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

Parents are kept informed in a variety of ways.
These include:

- Informal meetings with the class teacher / SENCo at the end of the day (as appropriate)
- Regular Individual Support Plan reviews
- Through parent teacher consultations
- Annual report
- Annual review for children with an Education Health and Care Plan

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

A child's needs will be assessed and staff and parents work together to plan what is required to help the child progress and develop.

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

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

These include:

- 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

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

Training is ongoing depending on the needs of the children and staff working with them.

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 meeting 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) 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. Risk assessments are written and procedures are put in place to enable all children to participate. Where appropriate, 1:1 ratios may be used and parents asked to accompany the classes.

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 Alger is our Special Educational Needs Coordinator (SENCo).
- The Head Teacher is Mrs Raftery.

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:

- Discussion between previous or receiving schools prior to the children joining/leaving.
- Planned visits to pre-school settings and Windermere Primary School as and where appropriate.
- Annual transition day when all children at Windermere Primary School meet their new teacher and teaching assistant. Some children have more intensive transition plans as appropriate.

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.
- Occasionally children with exceptional needs receive specific funding for specialist equipment or support that is outside the school's annual budget.

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?

From September 2014 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 at:
www.hertsdirect.org/localoffer