

Winsford High Street Community Primary School
Special Educational Needs and Disability Report & Offer

Section Overview

1. What kinds of SEND are provided for at Winsford High Street Community Primary School?
2. How do we identify children and young people with SEND and how do we assess their needs?
3. Who is the Special Educational Needs and Disability Coordinator?
4. How do we involve parents/carers of children with SEND?
5. How do we involve children with SEND in shaping their education and future?
6. What are our arrangements for assessing and reviewing children's progress towards outcomes?
7. How do we support children in moving to our school and from our school?
8. How do we help to prepare children for adulthood?
9. What is our approach to teaching children and Young People with SEND?
10. How do we adapt the curriculum and learning environment for children and young people with SEND?
11. What are our areas of expertise in supporting children with SEND and how do we secure the expertise of others?

12. What training have we had and what future training plans are there?
13. How do we evaluate the effectiveness of the provision made for children and young people with SEND?
14. How are children and young people with SEND able to engage in activities available and young people in school who don't not have SEND?
15. How do we support the emotional development of our SEND pupils?
16. How does Winsford High Street involve other bodies including health and social care, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?
17. What are our arrangements for handling complaints from parents of children with SEND about the provision made by the school?

Section	Common Questions	Policy
1	What kinds of SEND are provided for at Winsford High Street Community Primary School?	<p>Winsford High Street School is a mainstream nursery and primary school which strives to provide the best possible education and care for all of its pupils. We aim to meet the needs of all pupils including those with special educational needs and disability through identifying the child's needs and designing a bespoke package to support those needs. The areas of need taken from the 'SEND Code of Practice 2014/15' are listed below:</p> <ul style="list-style-type: none"> • Communication Interaction Needs • Cognition & Learning Needs • Social, Emotional & Mental Health Needs • Sensory & or Physical Needs
2	How do we identify children and young people with SEND and how do we assess their needs?	<p>All children are assessed on a daily, weekly and half term basis. This includes a combination of teacher judgements and standardised test data. All of this information is collated over each term and a final judgement is reported at the end of the term.</p> <p>Any child which appears to be struggling or not making expected progress will be identified by their class teacher during an Initial Concern / Class Action Meeting which are held termly with the class teacher and Special Needs Coordinator. At this meeting the child's needs/possible barriers to learning are identified and strategies and/provision is agreed to support the child. We aim to work closely with the identified children and their families by keeping families informed throughout the whole process.</p> <p>Those children who require more specific support will be supported at 'SEN Support.' These children will be supported through a Child Profile and an Individual Educational Plan (I.E.P.) which are on-going documents reviewed at least once per term. Both documents are 'outcome led' and adopt a Plan, Do, Assess and Review cycle. Those children at SEN Support Plus may require additional support from specialist provisions. At this level of support the school will liaise with the relevant outside agencies in order to support the child and their family.</p>
3	Who is the Special Educational Needs and Disability Coordinator?	<p>Mrs Taylor is the designated Lead Special Educational Needs and Disability Coordinator (SENDCo), upper Key Stage 2 SENDCo (Years 5 & 6) and SEND Manager at Winsford High Street Community School. She is supported by Mrs Trigg who is the Early Years (Nursery & Reception) & Key Stage 1 (Years 1 and 2) SENDCo and Mrs Hammond who is the lower Key Stage 2 SENDCo (Years 3 & 4). The Special Educational Needs & Disability Governor is Mr Whitaker.</p> <p>You can contact the team on 01606 668070 or email them on ktaylor@highstreet.cheshire.sch.uk or CTrigg@highstreet.cheshire.sch.uk</p>
4	How do we involve parents/carers of children with SEND?	<p>At Winsford High Street Community Primary School we continually discuss each pupil's progress and provision through a combination of Parent meetings, Welcome Meetings,</p>

		<p>Parent/Carer Evenings, Termly/Annual Reports/Reviews, Child Profiles/IEP reviews, email and telephone communication. We ensure that parents are able to contribute to their child's provision by seeking parental voice through virtual letters and Parents' Evenings. This enables parents to contribute to their child's SEND Profile and Individual Educational Plan.</p> <p>Those parents/carers of pupils in receipt of Top-Up Funding or an Educational, Health Care Plan (EHC Plan) will be invited to an Annual Review. At this time Parents'/Carers' views are sought. For those parents that we don't see very often school communicates through a text messaging service, the telephone or through email systems.</p>
5	How do we involve children with SEND in shaping their education and future?	<p>All children are fully included and hold an active role in the school community.</p> <p>All children at SEND Support, SEND Support Plus (Top-Up Funding) and those with EHCPs are able to express their views about their provision during the IEP/Child Profile cycle and documentation during Annual Reviews.</p>
6	What are our arrangements for assessing and reviewing children's progress towards outcomes?	<p>In addition to section two of this document we plan support for pupils using the views of the parents/carers, pupil, teacher, SENDCo and in some cases Outside Agencies. Support is monitored and evaluated on a weekly basis by the class teacher who then shares relevant information with parents/carers and the SENDCo.</p> <p>We collate information about each child through observations, learning walks, looking through their books, teacher judgements against objectives, administering appropriate standardised tests, pupil voice and parental voice.</p>
7	How do we support children in moving to our school and from our school?	<p>Children Joining High Street</p> <p>At Winsford High Street we aim to work closely with our Nursery and other Pre-School settings to ensure the smoothest transition possible for all pupils including those with identified SEND.</p> <p>The Early Years Manager, Miss Garnett and her team of professionals organise and facilitate a timetable for liaising with all pre-school settings in the area during the summer term prior to transition. Each child joining High Street is discussed during this period. Those children who are identified as having additional needs are discussed with the SENDCo and then the SENDCo will organise and hold an Action For Inclusion Meeting for those children with more complex needs. It is at this meeting that all relevant information is shared amongst parents/carers and other professionals involved. This information is then used to develop an Action For Inclusion Care Plan which should enable the child to be happy and ready to thrive at school. This is an on-going document which may need to be adapted on a regular basis to meet the child's needs. The EYFS Team hosts a virtual Parents' Welcome Meeting during the summer term to ensure our parents meet the team and have all the information they require prior to starting High</p>

		<p>Street.</p> <p>For those pupils who join Winsford High Street part way through the academic year we will request the relevant documentation if we have not already received this from the child’s previous school. An Action for Inclusion Meeting will proceed for those pupils with additional needs if the Head Teacher has agreed a planned transfer and the school feels this is appropriate.</p> <p>Children Leaving High Street</p> <p>Winsford High Street begins to look at secondary school choices in years 5 and 6 (sometimes earlier) in order to support the parents/carers in finding the best secondary provision which is best suited to meeting their child’s needs. This enables our families to have the best preparation for a smooth transition between key stages. Mrs Taylor (SENDCo) is available to aid parents/carers in their quest for finding the best school for their child by arranging and supporting tours around secondary schools, arranging virtual meetings with the SENDCo and hosting an Action For Inclusion Meeting once the school has been selected. Mrs Taylor (SENDCo) is also part of the year 6 transfer model which the Head Teacher and year 6 teachers carry out during the summer term. During this time the secondary school representatives get to meet virtually with the current class teacher and SENDCo if appropriate. Each child’s profile will be verbally discussed during this time and the documentation will be forwarded to the secondary school at the end of the academic year.</p> <p>For those pupils who leave High Street part way through the academic year High Street will forward all relevant documentation onto the new school. For those children with identified SEND needs the appropriate SENDCo will contact the new school and will verbally handover important information prior to leaving or within the first few days of departure. For those children with more complex needs the receiving school may request an Action For Inclusion Meeting.</p>
8	How do we help to prepare children for adulthood?	Winsford High Street is committed to working with all of its pupils and their families to ensure that they have the skills required for their future in secondary education and beyond. We aspire all of our pupils to become responsible citizens and contribute positively to society. We work towards these goals by taking a holistic view of our pupil’s needs and prepare opportunities to enable them to fulfil their potential. We have high expectations of all of our pupils and aim to help children develop confidence. We promote these values through a positive behaviour system and a whole school SEAL approach including No Outsiders activities.
9	What is our approach to teaching children and Young People with SEND?	At Winsford High Street Community Primary School, we strongly believe in embedding a love for learning for all of our

		<p>pupils. We recognise that all children learn in different ways. High Street promotes a child centred approach which aims to tailor the curriculum to support each child's individual needs. All pupils at High Street are part of a registration class and are streamed in a variety of subjects based on their abilities and needs. All pupils have access to quality first teaching alongside their peers and we aim to ensure that all children have access to a full and balanced curriculum. Additional adult support and a range of resources may be used to support a child/group of children in the class and through intervention programmes. School may liaise with specific outside agencies as an additional network of support. Teaching support centres on quality first teaching and designing provision which ensures the best outcome for each individual.</p>
10	<p>How do we adapt the curriculum and learning environment for children and young people with SEND?</p>	<p>All practitioners at High Street are highly reflective and adapt their provision to meet the needs of individual pupils. Children's needs are identified and reviewed regularly to identify progress and next steps. The classrooms/ school environment is regularly adapted to meet the needs of its pupils. Most interventions are currently completed in the child's classroom or learning area. Some children access designated areas for Speech & Language Therapy, Art Therapy and other therapies/interventions which involve outside agencies supporting a child. We work closely with parents and outside agency professionals to adapt our environment and curriculum to support all of our pupils.</p>
11	<p>What are our areas of expertise in supporting children with SEND and how do we secure the expertise of others?</p> <p>What training have we had and what future training plans are there?</p>	<p>All staff at Winsford High Street are trained to deliver quality first teaching to all pupils including those with SEND. All teaching staff differentiate their daily planning to meet the needs of all pupils. All teaching assistants are well trained to support all groups of pupils. Staff have regular SEND updates/training through regular Staff Briefings, Staff Meetings and Inclusion Curriculum Meetings led by Mrs Taylor or a member of the SENDCo Team. All new members of staff receive an induction pack/period of support.</p> <p>Mrs Taylor (SENDCo Manager) is an experienced SENDCo who achieved the National Award for Special Educational Needs Coordination in April 2011. She attends Winsford Educational Partnership (WEP) SENDCo Cluster Meetings each half term. Mrs Taylor then shares the good practice with her colleagues at High Street.</p> <p>Mrs Trigg achieved the National SENDCo Award in 2020. In addition to this she has had five years experience working with Mrs Taylor as Support to SENDCo.</p> <p>Mrs Hammond has recently completed the National SENDCo Award and has had 12 months shadowing Mrs Taylor/Mrs Trigg in the SENDCo role.</p> <p>Winsford High Street employs Teaching Assistant (Mrs Clarke)</p>

who is trained in the delivery of Speech and Language Therapy. In addition to her other roles Mrs Clarke is employed for 12 hours per week to prepare and deliver speech and language care plans for the majority of children identified with this area of need. Mrs Clarke and the SEND Coordinators work closely alongside the NHS Speech Therapists including Amanda Sheldon and Sophie Hough to provide screening, assessment, advice and specific targets for individuals/groups of pupils. Following this Mrs Clarke delivers the key points to staff during staff meetings so that staff they can provide the highest level of support to meet the needs of those pupils with speech and language difficulties.

Mrs Brook is our reading specialist and 'Every Child a Reader' Coordinator who is employed part time a week to deliver reading interventions to individual children. She has trained all the staff in PM Benchmark testing, NEALE Reading Analysis assessment, reading fluency and taking running records. Mrs Brook also teaches phonics and interventions linked to our Read, Write Inc. Phonics scheme. Mrs Grant (Teaching Assistant) also deliver phonics boosting and phonics based interventions.

Some of our teachers and teaching assistants have specialist training in supporting those pupils on the Autistic Spectrum (ASD). Until December 2013 High Street had an ASD Resource Provision which was funded for approximately 8 pupils. In 2016/2017 the school successfully worked on a Social Communication developmental plan with the local Autism Team. As a result the school has developed two Sensory Rooms which many of our pupils access. Mrs O'Mara is our ASD specialist Teaching Assistant.

The SEND Coordinators and teachers work closely with Mrs Addis, Mrs Lancaster, Mrs O'Mara and Miss Anderson who are teaching assistants who specialise in Emotional Literacy (ELSA) to identify and support pupils with complex emotional needs. The Teaching Assistants are employed to deliver ELSA sessions to children throughout the week. In addition to this Miss Lee our Family Support Worker is also undertaking the ELSA training with the local Educational Psychology Team so that she can use this in her every day role.

In addition to this the school employs an Art Therapist to support children as and when required.

Mrs Johnson is timetabled during the afternoon to support children who have specific difficulties in literacy. She is also trained to deliver 'Fast Track' intervention to those older pupils struggling with their phonics.

In 2016/17 the school worked towards achieving 'Attachment

Friendly' school status with the local Children in Care Team. The school continues to maintain and develop supporting the needs of vulnerable children.

Mrs Taylor attended the 'Child Mental Health Training' facilitated by the Educational Psychology and Health Teams in the local area. This enables her to represent and support pupils with this area of need. High Street School is also working with the Mental Health Support Team (MHST) to identify and support pupils with early signs of mental health needs. This is overseen by Miss Baker (PSHE & KiVa Lead Teacher). KiVa is an evidence based programme to raise the awareness of bullying, prevent bullying and reduce bullying. It is used alongside our PSHE curriculum to develop our pupils' awareness of bullying and associated support.

The school has previously worked with Achievement for All and continued with the valuable practices.

The school works closely with the following outside agency professionals in order to secure the expertise of others:

- Community Paediatricians
- Health Visitors & School Nurse
- Occupational Therapy & Physiotherapy Services
- The Sensory Team
- The Autism Team
- The Educational Psychology Team
- The SEND Team
- Speech & Language Therapy Service
- Child & Adolescent Mental Health Service (CAMHS)
- The Early Years Specialist Support Team
- SPOTSS (Sensory Processing Occupational Therapy Support Service)
- The MHST (Mental Health Support Team).

Most teachers/teaching assistants have received the following SEND Training:

- Wave 3 FFT Literacy (ECAR Specialist, Lindsey Howard)
- Wave 3 Maths
- SWST Training (In house)
- Speech & Language identification & referral process (
- ADHD identification and support strategies (CAMHS)
- Hearing/Sensory Impairment Training
- Safeguarding Level 2 (Level 3 Safeguarding Officers in School)
- SEND Code of Practice 2014/updated 2015 and our school (SENDCo, Mrs Taylor)
- Team Teach/Positive Handling/Zones of Regulation (Behaviour Support, Donna Davies)

		<ul style="list-style-type: none"> • Social Stories (In House ASD Specialist TA) • Midday Assistant Training • Various other intervention programmes throughout the years • Dyslexia identification & support strategies (Dyslexia Specialist) • Safeguarding Level 2 (all newly appointed staff) • SEND Updates (SENDCo) • Letter & Sounds Training • Reading Training • Dyslexia training • Introduction to Play Therapy • Attachment Training-Jenny Nock • Read, Write Inc. Training <p>Planned SEND Training for this year:</p> <ul style="list-style-type: none"> • Further ASD training • Additional Diabetes Training • Sensory Service (SPOTSS) Training
13	How do we evaluate the effectiveness of the provision made for children and young people with SEND?	<p>At Winsford High Street all children are assessed and progress is tracked as discussed in point 2 of this document.</p> <p>Children with SEND are supported through a SEND Profile and an Individual Educational Plan (I.E.P.) which are on-going documents reviewed at least once a term. Both documents are 'outcome led' and adopt a Plan, Do, Assess and Review cycle. Those children at SEND Support Plus may require additional support from specialist Provisions. At this level of support the school will liaise with the relevant outside agency in order to support the child and their family. Regular meetings with staff, parents and pupils ensure that interventions/strategies/targets are having the desired impact on each pupil's attainment and personal development.</p>
14	How are children and young people with SEND able to engage in activities available and young people in school who don't not have SEND?	<p>At Winsford High Street we ensure that all children have equal opportunities. Our pupils are encouraged to join in with a wide range of extra-curricular activities, which are provided on Tuesday, Wednesday and Thursday evenings. Our pupils are encouraged and guided as to how to be an active citizen in and out of school. All pupils are encouraged to take part in a range of school trips, activities and residential trips. An individual Risk Assessment is compiled for those children with SEND and the team leader will hold a briefing meeting with all supporting staff members.</p>
15	How do we support the emotional development of our SEND pupils?	<p>The well-being of all pupils is paramount to staff at Winsford High Street School. We offer outstanding care, guidance and support across the school to our pupils and parents. Pupils may access small group activities that are specifically designed to support those pupils with anger, self-esteem or social skill</p>

		<p>difficulties. All class teachers follow a SEAL Programme to support PSHE requirements. This includes Class Circle Time once a week.</p> <p>The school uses a range of materials/interventions including, Time to Talk, Nurture Group, LEGO Therapy, Circle of Friends, ELSA, Art Therapy, Play Therapy and Family Support 1:1/group and many more. Teachers identify the child’s area of need and bespoke activities are designed to suit the child.</p> <p>Children are encouraged to share their aspirations and we support them with the necessary skills to help them develop socially and emotionally. LEGO Therapy is used to support small groups of children in developing their communication and social skills.</p> <p>Winsford High Street employs Miss Lee who is our full time Family Support Worker. The Family Support Worker supports a number of children and their families in the following ways:</p> <ul style="list-style-type: none"> • Leading/attending Team Around the Family Approach (TAF) Meetings • Attending Child in Need/Child Protection meetings • Attending Core Safeguarding Meetings within School • Home visits/parenting advice/a point of contact • Bespoke 1:1/group work with children in school <p>Mr Joule (Head Teacher), Mrs Robbins (Designated Safeguarding Lead/ Deputy Head Teacher), Mrs Taylor (Deputy Head Teacher/Lead SENDCo/Deputy Safeguarding Lead), Mrs Trigg (Early Years SENDCo & Deputy Safeguarding Lead), Miss Lee (Family Support Worker) and Mrs Davenport (Attendance Officer) meet at least once a term to discuss children with additional social/emotional/attendance needs and plan appropriate actions/ support. The Safeguarding Governor is Mike Whitaker.</p> <p>Winsford High Street does not condone any form of bullying and has appropriate policies that are adhered to by all members of staff. Please see our Anti-bullying Policy for more information.</p>
16	<p>How does Winsford High Street involve other bodies including health and social care, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families?</p>	<p>Winsford High Street liaises with a range of other professionals and voluntary organisations to support pupils and their families. These are listed in section 11 of this document. High Street uses the ‘Our Ways of Working’ approach.</p> <p>We also work closely with families to help signpost them to additional services and support. Whenever an additional agency is considered for providing support to a child and/or their family, discussions will take place to make clear the purpose for the possible involvement. Written parental consent will always be obtained from parents/carers. Parents/carers will be kept informed of any feedback or where appropriate through the sharing of written reports.</p> <p>We liaise with parents/carers about the Information Advice and</p>

		<p>Support Service (previously known as Family Partnership) offered by the Local Authority. The contact details for this service are:</p> <p>Address: Council Offices 4 Civic Way Ellesmere Port Postcode: CH65 0BE</p> <p>Telephone Number: 0300 123 7001</p> <p>E-mail: iasservice@cheshirewestandchester.gov.uk</p> <p>Link to SEND Local Offer Live Well: Special Educational Needs and Disability (SEND) Local Offer Live Well Cheshire West (cheshirewestandchester.gov.uk)</p>
17	<p>What are our arrangements for handling complaints from parents of children with SEND about the provision made by the school?</p>	<p>At Winsford High Street School we are continually trying to refine and improve our practices. In this way, we would always ask that if parents/carers have a concern or complaint, you seek to talk to the child's class teacher first. We will always do our very best to work with parents/carers and any concerns they may have. If the parents/carers feel that the matter is unresolved they can also seek to talk with Mrs Taylor the SEND Manager or the Head Teacher. However, if a parent/carer continues to be unhappy with the provision for their child they can refer to the Complaints Policy which can be found on the school website or can be obtained from the school office.</p>