



# Weston Schools Federation

## SEND Information Report 2021-2022

Date of last review: May 2021

Date of next review: May 2022



This document describes how the school support children's learning.

We believe that:

- All children deserve quality first teaching to ensure high levels of achievement.
- Children's learning needs should be provided for in a variety of different ways.
- Children should be provided with the maximum possible amount of opportunities.
- Children should have access to strong teaching and support staff.
- Children should be encouraged to become independent learners.
- All children need to develop into life-long learners who are excited and engaged by school.

Our children have access to a devoted team of teachers, a skilled SENCO (Special Educational Needs Coordinator) Nicki Windle and SLT (Senior Leadership Team) who strive for the very best to ensure that your child's school days are happy and fulfilled.

**Q. What type of school are you, what special educational needs do you cater for and are there eligibility criteria?**

We are a larger than average school in a large residential area in Southampton. The school has a large proportion of children who are entitled to Free School Meals and a growing number of pupils who have EAL (English as an Additional Language).

Our school currently includes pupils with SEND (Special Educational Needs and Disability) in the following areas:

- Cognition and Learning Difficulties
- Communication and Interaction Difficulties
- Specific Learning Difficulties, such as hearing / visual impairment, neurodiverse conditions and where applicable physical / medical needs.
- Social, Emotional and Behavioural Difficulties

We do not have specialist teachers or teaching assistants with specific training in specialised SEN areas, although we have a team with considerable experience of supporting pupils with SEND. We cater for mainstream children in a class setting through the Graduated Response. Nicki Windle, our SENCO has been working with SEND in Southampton for over 10 years.

**Q. How does your education setting know if children / young people need extra help and what do I do if I think my child has special educational needs?**

Children's attainment and progress is continually monitored by class teachers. The SLT monitor specific groups through book scrutiny, pupil conferencing, pupil progress discussions and professional discussion with teachers. Children are assessed as individuals. This includes children with SEND. All children are monitored throughout the school year. Children who are not making expected progress and / or are not working at the expected standard are discussed with class teachers by the SLT on a regular basis and Nicki Windle, the SENCO to determine possible barriers to progress and extra support which may be needed in order to

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accelerate progress and adding to the SEND register if not already identified as such. Any concerns regarding your child's progress and/or attainment can be discussed with their class teacher and/or Nicki Windle.

This is completed through the Graduated Response; children's needs are carefully assessed and plans to meet need put in place (via Steps to Success (Universal Provision, to IEPs (SEND registers) through to EHCP plans and more). This is routinely reviewed. The Graduated Response enables us to assess, plan, do and review provision, starting with Quality First Teaching at the centre. Children with SEND can be transient across the Graduated Response continuum.

To ensure all children are effectively identified at the earliest opportunity and the right support and provision developed we have a 'ticket' system for all staff to use. Should a member of staff feel a child needs support via Nicki Windle, the SENCO and the avenues this can offer or if a member of staff needs support to meet a child's needs, they can complete a 'ticket' request. These are RAG rated by SLT and the SENCO and form part of the weekly SLT discussions. This helps ensure all needs are effectively identified in a timely manner and no child is left behind.

**Q. How will both you and I know how my child / young person is doing and how will you help me to support my child/young person's learning?**

Children's progress is tracked, and more formal assessments and data analysis are carried out on a termly basis. There is a specific focus on vulnerable groups including children with SEND. EHCPs (Education Health and Care Plans) may be applied for if necessary (as identified through the Graduated Response process) and these are reviewed annually with parents/carers. Nicki Windle is responsible for referring children to outside agencies should further support be needed. Regular meetings can be supported to ensure effective joint working between home and school we have an 'open door' approach and value working closely with you to meet the needs of your child. Our curriculum is available on our school website. Children with identified personalised targets (Universal Provision) have a 'Steps to Success' document and those with identified barriers to learning / SEND have a more comprehensive Individual Education Plan with specific targets identified and provision is clearly mapped out. These are shared with children and parents and targets reviewed regularly, at least half termly.

**Q. How will the education setting involve my child/young person in their own education?**

Children's attainment and progress is a continual focus during lessons. Children know how well they are doing through pupil conferencing and feedback. They are involved in setting their own targets and reflecting on and improving their work. Children who have been identified as having SEND also have an Individual Education Plan (IEP) or a 'Steps to Success' document which sets out specific short-term personalised targets which can be linked to all areas of the curriculum and their wider personal development, with all provision across the continuum being mapped out, reviewed and tracked through provision mapping. These are both also discussed with parents. Pupil Voice interviews are carried out on a termly cycle. Vulnerable groups including SEND form part of the sample group in order to gain their views on wider school issues. Information is used to refine systems and practice.

**Q. How will the education setting staff support my child / young person?**

Planning is differentiated to meet the needs of pupils with SEND, with Quality First Teaching at the centre of SEND provision. This is monitored by subject leaders, Nicki Windle / SENCO and SLT. AFL (Assessment for Learning) is at the heart of all teaching and this is used to further personalise learning and ensure progress. Our Graduated Response

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Toolkit document supports teaching staff in understanding and meeting the needs of all our children. We carefully monitor children's independence using the Support Scale for Independence. This allows us to encourage greater independence across the curriculum. Individual Education Plans (IEPs) and 'Steps to Success' documents are used to make targets explicit for children and these are shared with parents formally on a half termly basis. Children who have been identified as having Social Emotional and Behavioural difficulties may be referred to the school ELSA (Emotional Literacy Support Assistant) or pupil support team via Nicki Windle, the SENCO. Nicki Windle works in class to coach teachers and in working alongside children to directly impact on children's outcomes. The SEND 'ticket' system supports all staff in meeting the needs of the children they are working with.

**Q. How will the curriculum at your education setting be matched to my child / young person's needs?**

Curriculum planning is differentiated to consider the needs of pupils with SEND. This may take the form of differentiated task, resources or levels of support and may be differentiated for a group of children or individual child as appropriate. Individual Education Plans (IEPs) and 'Steps to Success' documents are used within lessons to measure progress towards targets. Where appropriate children may access individual timetables and designated workspace. This is clearly developed through the Graduated Response and tracked via provision mapping. Our Graduated Response Toolkit enables staff to understand any barriers to learning and accessing of teaching and learning to enable the curriculum to be developed to meet the needs of individuals as well as groups of children. We use a robust provision map system that maps out the needs and next steps of all children for whom SEND is a feature and this is used to scaffold the support given and is reflected in the children's Individual Education Plans (IEPs) and Steps to Success documents.

**Q. How is the decision made about what type and how much support my child / young person will receive?**

Analysis of information on progress and attainment is carried out termly by the SLT. The Graduated Response (inclusive of the Graduated Response Toolkit) facilitates planning and decision making in order to ensure that children receive the most appropriate support. This is routinely reviewed and adapted as appropriate. Resources are allocated depending on the level of need within cohorts. Nicki Windle monitors provision and tracks progress through 'in class' support, book scrutiny, pupil conferencing, pupil progress reviews and the monitoring of 'Steps to Success' and IEP documents – in consultation with the school SEND toolkit and Graduated Response. We have a dedicated Pastoral Support Team including Pupil Support Workers and ELSAs support working across our school and a member of staff working with children experiencing Speech and Language Difficulties. Speech and Language support through school is led by our joint work with Speaking Spaces as appropriate. They support with screening children's communication and language skills / needs and developing support plans with us. If needed referrals may be made to outside agencies for additional support either through the PHIG (Primary Heads Inclusion Group) or by making direct referrals to the Educational Psychology Service, CAMHS (Child and Adolescent Mental Health Service), Southampton Advisory Outreach or Community Paediatrician. Further additional support may be sought via an application for an EHCP (Education and Health Care Plan) should that sustained higher level of need be identified through our Assess Plan Do Review Cycle. Any referrals are always made in consultation with parents / carers.

**Q. How will my child / young person be included in activities including trips run by your setting?**

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We currently offer a range of after school activities across the week at the start and the end of the school day, staffed by school staff. All trips and after school activities are Risk Assessed and there may be individual Risk Assessments carried out for children with SEND depending on the nature of their need. If potential risks are identified, special provision will be discussed with parents to ensure the safety of their children.

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

We have a dedicated Pastoral Support Team comprising Pupil Support Workers and ELSAs working across school. Referrals can be made through the Nicki Windle either by parents/carers or class teachers. All referrals are discussed and agreed with parents/carers prior to support commencing.

Medicines are administered by staff with basic first aid training. We currently have access to a school nurse who may be able to provide advice / support for children experiencing medical / emotional difficulties. In the case of more complex needs, it may be necessary to consult with a specialist medical professional.

We have a school council who meet regularly and are the representatives for the children in their class. Pupil voice interviews are carried out by a senior leader. Pupils selected for interview include children with SEND. Questions will include focus on emotional wellbeing and any concerns are addressed at the appropriate level. Attendance meetings are held half termly. The schools SENCO / Assistant Head Teacher, one of our Deputy Head Teachers, schools Attendance Officer, our Lined Education Welfare Office (EWO) and School Nurse discuss children who are persistently absent and how they and their families may be supported to improve attendance.

We do not tolerate bullying in any form. We actively promote equality for all of our staff and pupils. Further information can be found in the 'policies' section of our school website.

**Q. What training is provided for your staff for supporting children and young people with SEND?**

Training may be arranged on a needs-led basis, identified through staff questionnaires and the monitoring of SLT of teaching teams, provision and outcomes. We have access to an Educational Psychologist who runs staff training as well as drop-in sessions to discuss children with specific difficulties. Nicki Windle, the SENCO runs regular staff training covering a range of needs linked to the needs of the school / children. The school nurse provides annual training on Asthma, Anaphylaxis and Epilepsy. All staff are trained at least annually on Safeguarding. Where necessary, school may access outreach work from specialist services for specific children.

**Q. How accessible is your education setting (indoors and outdoors)?**

We are a single storey school with a large school site. There are disabled toilets in the building. The school does not have shower facilities. The building has wheelchair access via several entrances. Regular health and safety audits are carried out by our site manager and SLT. Children with any medical or physical needs are subject to an additional risk assessment in respect of them accessing the environment and have a Personal Emergency Evacuation Plan (PEEP).

**Q. How are parents / young people currently involved in your education setting? Q. How can I get involved and who can I contact for further information?**

During the Autumn and Spring terms, parents / carers are invited in for parents evening consultations as well as receiving an annual report in the Summer term. At the end of the academic year, parents are informed of the levels at which their child is working and how this compares to national expectations. Parents/carers are encouraged to discuss any concerns regarding their child's attainment or progress at any time. In the case of children

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with SEND parents may also wish to discuss progress with the Nicki Windle who can advise on further support from outside agencies which may be necessary. EHCP Plans are reviewed annually as a matter of course. If it is deemed necessary, they may be reviewed at an earlier time in line with the child's needs. Children are asked to contribute their views as part of this process and parents are invited to the formal review as well as any key staff involved with their child.

The school SENCO / Assistant Head Teacher is Nicki Windle and she can be contacted for further information –02380 448962 / [n.windle@weston-park.org.uk](mailto:n.windle@weston-park.org.uk).

#### **Q. What steps should I take if I have a concern about the schools SEND provision?**

We encourage parents to discuss any concerns with their child's class teacher in the first instance or with their child's year group leader. If the concern is not addressed satisfactorily then Nicki Windle, the SENCO / Assistant Head Teacher and/or member of the SLT (including the Head Teacher) may be contacted via the school office. We value working in partnership with our families and would encourage you to contact a member of the staff team should you have any questions or queries.

Our formal complaints policy can be accessed via the school office or the school website.

#### **Q. What specialist services and expertise are available at or accessed by the school?**

'In house' services:

- ELSA
- Speech & Language Assistant
- School nurse
- Educational Psychologist (purchased service)

Referrals may be made to:

- CAMHS
- Community Paediatrician
- PHIG – in order to access specialist teacher input/dual placements.
- Social Care / Children's Services / Early Help
- Southampton Advisory Outreach Services
- Early Mental Health Support Team
- Children's Therapy Services – Occupational Therapy, Physiotherapy and Speech and Language Services
- More bespoke services as appropriate to specific needs – such as prosthetics teams

#### **Q. How will the school prepare and support my child / young person to join the school, transfer to a new school, or transition to the next stage of life?**

Transition into our school at any stage is considered carefully. A transition package is discussed with parents/carers and key professionals. Depending on area and complexity of need a part time, graduated induction may be considered. If necessary additional visits to our school or a receiving school may be arranged by Nicki Windle, our SENCO. We can

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support with a range of strategies and provisions as needed, such as social stories and the like. Where children with SEND are transitioning from our school, we will ensure a full handover with key staff. This may include visits supported by our staff, social stories, joint working with outreach services or meetings between professionals and families. All transition arrangements are discussed and agreed with parents.

**Q. What if the child I am caring for is Looked After by the Local Authority (CLA)?**

The school has a Designated Teacher for CLA, this is Nicki Windle. They will work with the child, carers and wider professionals as appropriate. In the case of child who is in care we will work with their carers, allocated social worker and Independent Reviewing Officer (IRO) to create a package of support which meets all their needs. Each term the school's designated teacher will meet with the child, carer and social worker (and anyone else identified by the team around the child) to complete a Personal Education Plan (PEP) and to review progress. We will seek permission from the Local Authority in respect of referrals to other agencies as appropriate. There may be further agencies or specialist departments which are accessible to CLA depending on current Local Authority policy.

**Q. Where can I get further information about services for my child / young person?**

This document has been produced as part of the school local offer, in line with the Southampton Local Offer .

Further information about the local authorities Local Offer can be found at <http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>. This includes further links to other SEND support services and groups.

School SEND policy and other relevant policies can be found on the school website - [www.weston-park.org.uk](http://www.weston-park.org.uk)



Signed Chair of Governing Body:

[date]

Signed Headteacher:

[date]

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