



Winterbourne Junior Girls' School



SEND Information Report 2016/17

Who should I contact to discuss concerns or the needs of my child?

In the first instance, speak to the Class Teacher. In the event that further support or information is required, the SENCO will be pleased to assist you. If your questions remain unanswered or you would like further assistance, the Head Teacher is available to meet with you. Failing a satisfactory resolution, the SEN Governor or Chair of Governors may be contacted via the school office.

How does the school know how well my child is doing? How will I be kept informed about how well my child is doing? How regularly will I be updated on my child's progress? Will I know if my child is not making progress and what will happen?

The following are an outline of the many ways in which our school assesses, reviews and communicates this information:

- *The School assesses all girls against age-related expectations in accordance with the New Curriculum*
- *Data is analysed to support the prioritising of needs, and can lead to further assessment in some cases*
- *P scales are used for children with complex needs who are working pre National Curriculum so that their teachers can measure their progress and assess their outcomes meaningfully and with precision*
- *Planned transition arrangements between year groups and key phases take place*

- *Planning (daily, medium term, long term), evaluations and regular assessment opportunities inform teaching and senior staff*
- *Target setting takes place; identifying next steps for progress*
- *Planned time for children to respond to the marking and practise/consolidate highlighted skills; usually within the lesson for maximum impact*
- *Accelerated Reader supports assessment of reading both in terms of fluency and comprehension*
- *Class teachers attend half termly progress meetings with Head teacher, SENCO and core curriculum leaders to discuss attainment and progress of the girls*
- *There is parent contact regarding progress*
- *Parent workshops are planned in keeping with identified needs*
- *Parents' evenings; Pupil/parent meetings; end of year written reports*
- *Classroom displays support making learning explicit*
- *Open door policy – parents can see staff at the end of the day at pick up times or by appointment*
- *Use of the London Borough of Croydon's Graduated Support for Special Educational Needs to determine the type and severity of need*
- *Additional support documented by an Individual Education Plan (IEP) where appropriate*
- *Bi annual meetings between parents and class teachers regarding IEP (thrice yearly where a child is in receipt of an Education Health Care Plan)*
- *Parent voice*
- *Referral to outside agencies (in keeping with the graduated response)*
- *Transition activities between Year 2 /Year 3 and Year 6/Year 7*
- *Moderation of learning within Year groups and across year groups at scheduled times.*
- *Reading and spelling level benchmarking*

- *Regular homework set*

Parents of children who have an Education, healthcare Plan are invited and encouraged to attend their daughter's annual review.

What is the curriculum and how is it taught?

How will the curriculum be adapted to meet the needs of my child?

How flexible can teachers be in meeting the needs of my child?

Is there any additional support available to help my child reach her expected outcomes?

The following lists the ways in which we deliver the curriculum and how your daughter may benefit from additional support to access this

- *At Winterbourne Junior Girls' School our aim is to develop the full potential of each child through their - Achievement, Self, Involvement, Respect and Communication*
- *New Curriculum - broad and balanced*
- *Teachers write and adapt plans which take account of individual pupil needs (differentiation and individualisation)*
- *Grouping arrangements organised carefully to maximise learning opportunities for all*
- *Additional adults may be used to help groups or individuals as directed by teachers*
- *Liaison with external agencies in order to ensure we are meeting needs of children with SEND*
- *Training given to support, teachers and support staff in understanding the needs of the child*
- *In-school tailored interventions including precision teaching take place during play and lesson times.*
- *Licences for online learning opportunities are invested in and access arrangements shared.*

Are there any special features or strategies to help children learn?

How do I know my child's particular need will be met?

All children require meaningful access to the curriculum, here are the ways in which we ensure this

- *Daily use of TA where possible to support targeted children/groups*
- *Strategies to support reading and writing*
- *Resources and equipment recommended by specialists to support identified needs.*
- *Strategies to support/develop numeracy*
- *Developing independence*
- *External agencies via referral as appropriate*
- *Adaptations to the school building and equipment when necessary e.g. adapted chair, lift.*
- *Regular meetings to discuss progress and attainment*
- *TAs deliver specific interventions*
- *Use of language simplified with short and concise sentences*
- *Learning supported by use of practical materials and a range of visual cues and scaffolding*
- *Work is 'chunked' into manageable steps*
- *Pre-teaching of key language and concepts for children who require 'overlearning'*
- *Learning linked to children's interests to maximise engagement*
- *Use of specific catch-up programmes where appropriate*
- *Additional access to ICT to support the recording of work*
- *HLTAs provide tailored support to identified groups and individuals to address barriers to learning as well as specific areas of academic learning*
- *Advice from Education Psychology and other agencies followed to support access to whole-class learning*
- *Planned time to address specific programmes or recommendations from Speech and Language therapists and other specialist services*

- *Inclusion in the school's Oracy Project*
- *Screening tools are used to develop a clear picture of a child's specific difficulties*
- *All children on the School's Special Needs Register have an IEP*
- *Communication supported by non-verbal cues*
- *Some staff use Makaton with identified children*
- *Language is simplified; avoiding idioms and sarcasm*
- *Instructions are short and sequential*
- *Mind maps and topic circles used to support children with discerning the relevance of an idea and as a memory aide*
- *Barrier games used to develop receptive and expressive language skills*
- *Use of 1:1 programmes where appropriate*

What arrangements are available for pupils to access tests and assessments?

How will I know if my child qualifies for additional support or time to access tests?

Some children benefit from and are entitled to special arrangements for assessments

- *Range of access arrangements e.g. 25% extra time (where a child qualifies)*
- *Access Arrangements entitlement as part of normal classroom practice*
- *Consideration of how Medical Needs/Anxiety may lead to different arrangements to the majority*
- *Home School liaison*

How does the school help my child to feel comfortable and safe and manage social situations?

How does the school help develop my child's social and emotional skills?

What is the school's policy on bullying?

As a caring school, we do our very best to ensure that everyone in our care is a safe, happy learner. The following are in place to meet this

- *Open door – class teachers, SENCO, Pastoral Worker and Headteacher welcome dialogue with parents*
- *Feelings scale and worry box in every classroom*
- *PSHE&C SEAL topics*
- *Monthly Values create focus for collective worship*
- *Termly tracking of pupils with emotional needs*
- *After-school clubs*
- *Home/School liaison: Parent drop in to meet family support worker, Homework/Communication Diaries /Class reports*
- *Visual timetables/cues*
- *Strong ethos of pastoral care, developing independence*
- *Anti-Bullying Policy and procedures –we are a 'Telling School'*
- *Staff presence before and after school and during playtimes*
- *Transition arrangements*
- *SENCO surgery for parents of SEND girls to discuss transition arrangements and any other concern that may arise.*
- *Drawing, talking therapy (via internal referral)*
- *Emotional Literacy Support (via internal referral)*
- *Friendship Club (Via internal referral)*
- *Social Stories used to support identified girls to understand routines, behaviours and friendship matters*
- *Determine engagement of necessary education/ non-education support services possibly leading to Early Help Referral (CAF)*

**What facilities are in the school to assist children with disabilities move around the building and take part in lessons?
How do I know my child will be able to access all lessons ?**

Where a child has a specific barrier to accessing the curriculum, the following provisions are made

- *Access into main school building*

- Disabled toilet
- Accessibility lift
- Hand rail on steps
- Wheelchair access to lower and upper school area
- Slopes, pencil grips, specialist scissors, coloured reading bookmarks
- Coloured paper
- Adult support
- Transition meetings
- Reasonable adjustments
- Duties under the Equality Act 2010

Who does the school work with?

How are these accessed?

How does the school work with other agencies?

How will I be informed?

We are positive about seeking and accepting specialist support to meet your daughter's needs. Please see below the list of agencies we currently engage with

- We work with a great variety of services to support children and families. These include
- Educational Psychology Service
- Visual impairment (VI)
- Hearing Impairment (HI)
- Speech and Language Therapist (SALT)
- Occupational Therapy (OT)
- School Nurse
- Health Visitor
- Child and Adolescent Mental Health Service (CAMHS)
- Education Welfare
- Social Services
- Referrals are made to these agencies via the SENCO, usually in consultation with the class teacher, following observations and evidence demonstrating they fulfil the criteria
- Parents are fully involved at all stages of referral.

- Where it is good practise, the School will work closely with any service supporting a child
- The School often seeks advice from voluntary organisations in order to support parents/carers and children.
- Where children attend specialist centres such as the Literacy Centre, Art Therapy, Drama Therapy and Victoria House Pupil Referral Unit, both class teacher and the SENCO maintain contact

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Smooth transitions from school to school and year to year are very important to maximise learning. We go about ensuring that this takes place as follows

- KS3 transition days
- New to our school – transition meetings set up with previous setting involving parents as well as professionals
- Parent information evenings
- Opportunities by year 2 to attend events and activities throughout the year
- Moderation of learning – SATs, meetings between Y2/Y3 teachers to discuss all aspects of the children and their learning.
- Y2 – 3 SENCO surgery for parents with a child who has SEN or any SEN concerns.
- Children with SEND have extra opportunities to visit new school and meet new members of staff
- Move between key stages or year groups
- Teachers and support staff meet regarding learners' individual needs
- Extra opportunities to meet new teacher, TA and get to know their new classroom/ surroundings (if appropriate).

Where else might I find important information relating to my child?

Please refer to our school website where you will find:

- SEN Policy
- Anti-Bullying Policy
- Medical Conditions Policy
- Positive Behaviour Policy
- Safeguarding Policy

Please note that the Croydon Local Offer is found following the link below for information for SEND aged 0-25. This will be especially valuable for parents of children with more complex, long-term needs.

<https://www.croydon.gov.uk/education/special-educational-needs>