

Our Local Offer for Special Educational Needs and/or Disability

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Mrs Lydia Howard

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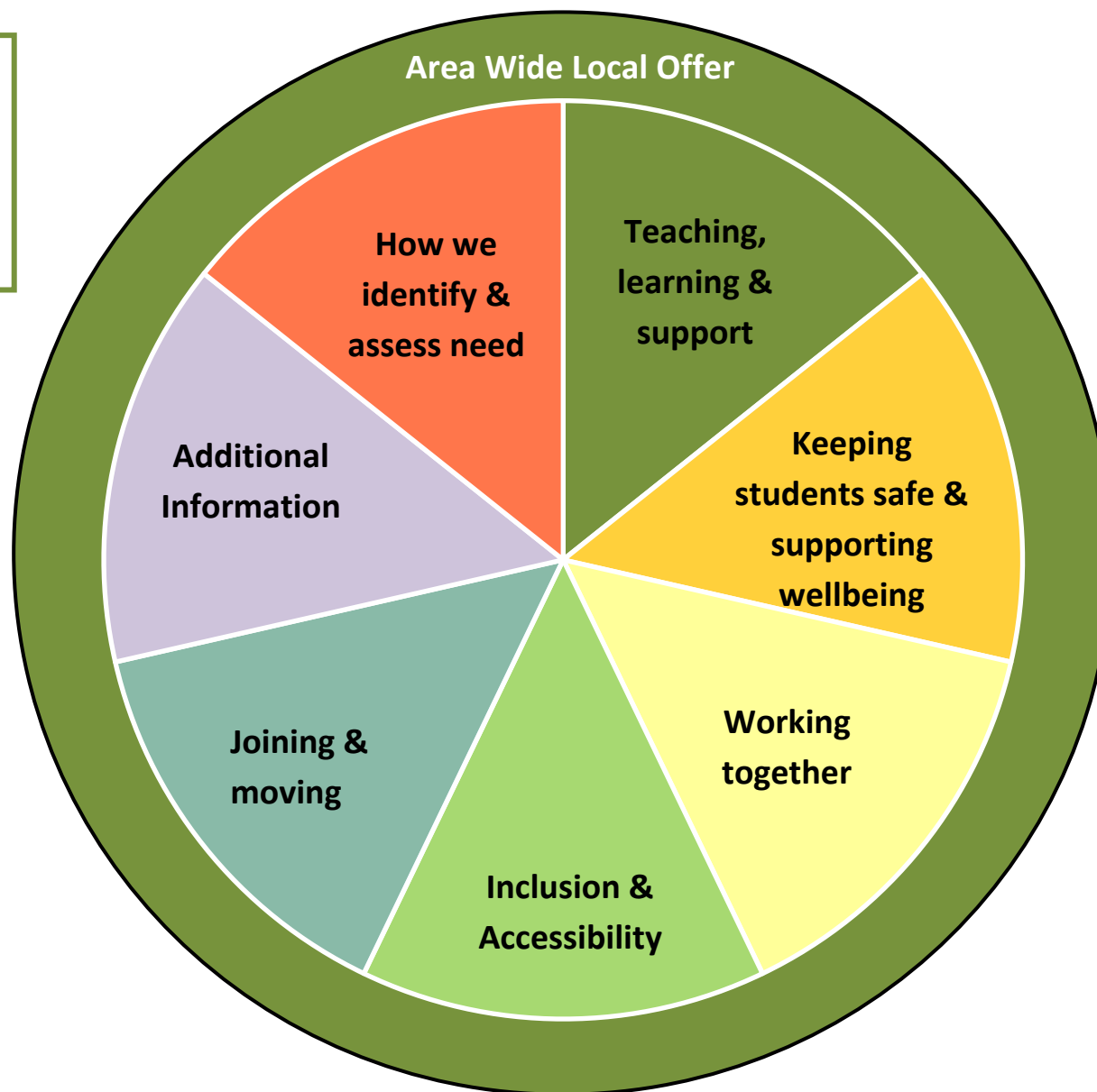
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Please click the relevant words on the wheel to be taken to the corresponding section.

Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help?

- *How do you identify children or young people with SEND?*
- *After identification, what would your setting's first steps be?*
- *Does the setting/school/college have any programmes for early intervention/help?*

We identify children with Special Educational Needs in many ways. One of the most useful ways, is by having positive, close relationships with families – parents/carers know their children best so it is vital that we listen to any concerns they may have and act accordingly, in a timely manner. Early identification is key.

If class teachers have concerns regarding potential SEND, they will complete a 'SEND Concern Form' which will be looked at by the SENCO. The SENCO will then have a discussion with the class teacher and may observe the pupil in class. A meeting may then be arranged with parents/carers to see if they share our concerns.

Another way in which children who are not making expected progress are identified at Winhill Village, is through termly Pupil Progress meetings. These involve the class teacher, senior leadership team and the SENDCo.

Following initial concerns and exploration of needs, a decision may then be made to begin the Graduated Response process in order to gather further evidence and consider appropriate support for the child.

The child may be placed on the school's monitoring list while assessments and short-term interventions are carried out. Some assessments will provide standardised scores and help identify specific areas of need. This information enables staff to determine whether the child has a particular learning need and which areas should be targeted. Based on these findings, tailored short-term interventions will be planned and implemented.

If, after these interventions, further support is required—where progress remains limited and additional input would be beneficial—the child will continue to receive support and may be added to the Special Educational Needs Register. This decision will be discussed fully with parents/carers.

Where further guidance or specialist assessment is needed, the school may, with parental consent, refer to external professionals such as a Speech and Language Therapist, Occupational Therapist, Paediatrician or CYPAS. These specialists will provide recommendations and targets to support both the school and parents in meeting the child's needs.

What should I do if I think my child or young person needs extra help?

- *How will I be able to raise any concerns I may have?*

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How we identify and assess needs

If you have any concerns about your child, please speak to their class teacher in the first instance. They will be happy to discuss your concerns and, where appropriate, complete a referral form to share with the SENDCo (Mrs S. Pearsall). If concerns remain or further support is needed, you can arrange an appointment to speak with the SENDCo or the Headteacher (Mrs L. Howard).

We place great importance on building positive relationships with parents. We are committed to being open and honest, and we value the same approach in return. The SENDCo and class teachers are available throughout the year to discuss any concerns you may have.

Appointments can be arranged via the school office, either for a meeting or a telephone call, by calling 01283 247 570.

In addition, class teachers meet with parents on a termly basis during Parents' Evenings to discuss each child's needs, support and progress. Following these meetings, the SENDCo is also available to provide more detailed information and guidance if required.

We may also signpost to other support than parents/carers can access, such as family support, the school nurse team, Stay Well or the ERIC charity.

Where can I find the setting/school's SEND policy and other related documents?

- *Please provide hyperlink(s) to the setting/school/college's SEND policy and other relevant documents e.g. **SEND policy, Accessibility plan, Assessment Policy, Admission arrangements, Children with health needs who cannot attend school, SEND policy, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion, Health and safety, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Remote Education Policy***

All our documents can be accessed on Winshill Village Primary School's website.

Link: **Winshill Village Primary School - Home**

The links to the related policies and documents are below:

SEND Procedure https://www.winshillvillage.org.uk/docs/Policies/SEND_Procedure_2025-2026.pdf

Inclusion Procedure https://www.winshillvillage.org.uk/docs/Policies/Inclusion_Procedure_2025-2026.pdf

Accessibility Statement https://www.winshillvillage.org.uk/docs/Policies/Accessibility_Statement_2025-2026.pdf

Equality Information and Objectives https://www.winshillvillage.org.uk/docs/Policies/Equality_Information_2025-2026.pdf

If you have any problems accessing these documents, please ask at the office and we will provide you with a copy.

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

- *How will you support children and young people with SEND with or without an EHC plan? (IRR)*

All children who have been identified as having SEND, have at least three reviews per school year where specific targets are decided and recorded using a Plan, Do, Review (PDR). PDRs have specific targets linked to the child's area/areas of need and set out provision that will be in place to support them, in addition to Quality First Teaching.

- *How does the setting/school/college plan the support?*

The planning of support is the class teacher's responsibility with guidance given from the SENDCo and SLT. Targets will be decided on through careful and thorough assessment where the teacher will identify the gaps in the child's knowledge and skills. A realistic and achievable target will be set and then matched with best provision we have available in our school. We also welcome pupil and parent's input and support with the target setting and we will do this through our parent meetings. For children with significant and complex needs, we use DEYO to assess their small steps of progress.

- *How and when will I be involved in planning my child or young person's education?*

School staff and parents will work collaboratively to review targets and decide on next steps. We use Edu Key to enable parents/carers to log in and view their child's PDR at any time throughout the year – they can also add their comments.

- *What additional learning support is available?*

School work closely with outside agencies and the local authority to support our staff to develop their own knowledge and understanding of interventions, scaffolding and modelling, so that the provision is tailored to the children's needs. In school, interventions are in place to support all four areas of need. There are interventions and support for children who have cognition and learning needs, communication and interaction needs, sensory and physical needs and social, emotional and mental health needs. For more information about what this could look like for your child, you can speak to your class teacher or the SENDCo.

- *How will the setting/school/college modify teaching approaches to meet my child or young person's needs?*

We pride ourselves on building positive relationships between teaching staff and children so that we really know our children. This enables us to know how to motivate and engage each individual and personalise their support to their needs. We then work together with the child to identify the adjustments and provision needed to support them in achieving and succeeding in school. The child's voice is important to us and we frequently gather 'pupil views' in different ways.

How will the curriculum and learning environment be matched to my child or young person's needs?

- *How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?*

Teaching, Learning and Support

All children are given the appropriate support so that they can access learning that will allow them to continue to progress. We continue to have high expectations of all children so that all children achieve their full potential. Where possible all children will learn alongside their peers, but with the scaffolding and adaptations made to allow for them to achieve and succeed. We aim for all children to access a broad and balanced curriculum. We have spaces around school which allow the children to complete interventions or work in a quieter space, or to access a safe space to support emotional regulation. also make small adaptations to our environments dependent on the child's needs and will work with outside agencies to ensure we follow advice on how to do this.

- *What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and/or equipment/facilities)*

We work hard to build independence and resilience for all of our children. Barriers to learning can be very different between individuals. Appropriate recommendations from external professionals will be followed. For example, a pupil with dyslexic tendencies may benefit from being seated in front of the whiteboard. They may benefit from using a coloured reading ruler, using mnemonics and dual coding, with the use of Widgit. A pupil with a visual impairment may need all reading books and photocopying to be of a specified font size, recommended for them by the Visual Impairment Team. The Autism Outreach Team support ASC pupils' individual needs through their recommendations which might include the use of ear defenders, visual timetables, now and next cards and structured writing frames. Pupils with hearing impairments will receive support from the Teacher for the Deaf, who will advise the school on where the pupil should be seated in the classroom and how to remove other barriers to their learning.

- *What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?*

For some children with SEND, access arrangements could be needed for examinations. We are mindful of varying additional needs that would benefit from adjustments such as; rest breaks, movement breaks and completing the assessments in small groups. We can offer this to any child if it would help them achieve their potential. In addition to this, if a child has a scribe, this is also allowed for the assessments. We may also complete work with pupils to boost self-esteem and work on lower anxiety.

How resources are allocated to meet children or young people's needs?

- *How is your budget for SEND allocated and managed?*

The budget for SEND is allocated and managed by the Head Teacher with information towards the decisions being provided by the SENDCo.

- *How would you secure additional funding for a pupil?*

We regularly refer children into the SEND and Inclusion Hub. This allows us to request the EAPDR process, which provides matched funding and supports with training, for example, Circle of Friends, Lego Therapy and Precision Teach. We can also request SEDIS support. Another form of

Teaching, Learning and Support

additional funding is for our EYFS SEND pupils, who may receive SENIS funding to support their needs. This sometimes continues into the Autumn Term of Reception to aid transition. Finally, a small number of children with more complex needs receive additional funding via an EHCP.

- *How does your setting further meet need?*

The SENDCo, class teacher and parents will continue to have further meetings as part of the graduated response and this may also include other agencies, such as Speech Therapy, Autism Inclusion and Educational Psychologists. If it becomes clear that the child will benefit from long term support whilst attending a mainstream school, we will make the decision together as to what our next steps might be. This may be to apply for an Education Health Care Plan (EHCP) that would help in providing long term funding that will meet the needs of the child or allow parents to decide on the best setting for their child which could be a more Specialist provision.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

- *Describe the decision-making process.*

- *Who else will be involved?*

- *How will I be involved as a parent and carer?*

This will be through on-going discussions with parents and other agencies. If your child needs more specialist support, this will be discussed. The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate. This will be identified in their Plan, Do, Review (PDR).

- At the start of the Graduated Response, pupils who are on our monitoring list may receive adaptations and short-term interventions.
- Where pupils are placed on our SEND Register, the class teacher and SENDCo will use assessment data and observations to decide on the specific interventions and adaptations, which would cater for the pupil's needs. This may mean more specific and intensive intervention, such as Attention Autism, EPATT or Precision Teach.
- In addition to the above, pupils may be supported by external professionals and agencies, who may provide guidance and support. This will be used to inform target setting and to ensure the most appropriate provision is in place.
- If a child has an EHCP, they will be allocated hours which equates to an amount of funding that the local authority feel is needed to meet their needs based on the evidence and information that is sent to them. This is reviewed formally in an annual review, in addition to the three cycles per year of Plan, Do, Review.

Teaching, Learning and Support

How will equipment and facilities to support children and young people with SEND be secured?

- *What resources are available?*

As a school, we have many resources and a wide range of equipment available to meet the complex needs of our pupils. This may be something small like a pencil grip, fidget 'concentration aid', ear defenders or talking tin or it could be something bigger, such as accessing sensory equipment to complete a sensory circuit, e.g. wobble board, body board or spinning chair.

- *What is the process to secure these resources?*

If you feel your child would benefit from a particular resource, please speak to their class teacher or SENDCo who will be able to arrange this. We will talk to the children about the use of these resources to ensure that they are used appropriately and in a way in which their needs are supported. Use of resources are reviewed regularly to ensure suitability.

How will you and I know how my child or young person is doing?

- *How will you assess my child's progress?*

Your child's progress will be measured everyday through the work they complete in class and the observations of teaching staff. The children also complete termly assessments which provide the teachers with a standardised score so they can see where all children are working against age related expectations. These are used to support teacher assessment although we are mindful that some children may find completing assessments challenging and may not perform as well as we know they can. Teacher's professional judgement and detailed knowledge of individuals will support the assessment process.

- *How often will my child's progress be reviewed, and how will this be done?*

Your child's progress will be reviewed at least termly but if we have concerns about limited, we will review more frequently than this. This will be done through the termly assessments and Pupil Progress Meetings with a member of the Senior Leadership Team and SENDCo. If your child has a PDR, these targets will also be reviewed at least termly or more often if we are concerned about progress.

- *How will I know what progress they should be making? What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes?*

At the start of each year, you will have the opportunity to attend a 'Meet the Teacher Meeting'. The teachers will talk with you about the expectations for that year group. At Parent's Evening meetings, teachers will also share with you where your child is working in comparison to age related expectations and will be able to tell you the reasons for this. At the end of the year, you will receive your child's annual report and you will have the opportunity to discuss this with their class teacher should you want to. You are also welcome to meet with the SENDCo to discuss this in more detail.

Teaching, Learning and Support

- *How will you explain to me how learning is planned?*

Our curriculum overviews can be found on our website <https://www.winhillvillage.org.uk/index.asp>. This will help parents to see how and what we teach in each year group. We then plan for meeting the needs of the children through Quality First Teaching, scaffolding and modelling so that all pupils can access the teaching and learn and enjoy a broad and balanced curriculum.

- *What opportunities will there be for regular contact about things that have happened at the setting, school or college?*

We recognise how important it is to communicate effectively with our parents. Two members of SLT are on hand to greet pupils as they arrive each morning and can pass messages on to class teachers. Class Dojo is used regularly and effectively, where parents/carers can pass messages directly on to members of staff. Our school website also offers a great deal of information.

Additional meetings can be arranged with the class teacher and/or SENDCo at a mutually convenient time at any time during the year. We encourage parents/carers not to wait until events such as parents evening to raise concerns, as early identification is key.

Edu Key is also used for communications relating to children's PDRs.

- *What measures do you take to assist communication with parents and carers with SEND?*

If you are finding that our methods of communication are not working for you, please let us know and we will try our best to make adaptations for you.

- *How we work with specialist services to support learning.*

We pride ourselves on working effectively and collaboratively with specialist support services as we understand that only through doing so, will we achieve the best possible outcomes for our children. We have regular email and phone call communication with all the agencies we work with and will always respond in a timely manner.

How will you help me to support their learning?

- *How I can help support this at home?*

- *Do you offer any parent training?*

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or the SENDCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly, especially if your child requires more specialist support.

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Teaching, Learning and Support

If your child is on the SEND register, they will have a Plan, Do, Review (PDR) which is reviewed at least termly. The targets set are inspirational and SMART (Specific, Measurable, Achievable, Realistic and Time related) with the expectation that the child will achieve the target by the time it is reviewed. We are happy to offer ideas related to how you could further support your child at home in order for them to achieve their targets.

We offer parent workshops throughout the year and also hold SEND parent coffee afternoons.

Throughout all of this, we will always share how you can help your child at home and offer support for any of the challenges you are experiencing at home due to your child's needs.

We would welcome any parent into school to talk to us about the interventions your child attends so that you can continue with this or a similar approach at home.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

- *How will my child be kept up-to-date on their progress, and involved in review processes?*

We are a school that values and celebrates each child being able to express their views on all aspects of school life.

Children who have a PDR discuss their targets with their class teacher, where appropriate. Pupils views are also gathered.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

- *How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?*
- *How will you involve parents and carers in this process?*
- *How will you involve children and young people in this process?*
- *Does the setting, school or college use feedback mechanisms or surveys?*

All children who have a PDR have their targets reviewed at least termly. PDR targets are graded using a 0/+/-/+1/-1 system using Edu Key. This highlights whether the targets on the PDR or the outcomes set for the intervention have been achieved. If the targets have not been achieved, this is reflected upon so that we can identify the reasons for this. The impact of interventions and PDRs is monitored by the SENDCo and SLT.

Monitoring the child's progress academically against national expected expectations allows us to assess whether the provision the children are accessing is effective. For some children, we assess using Pre Key Stage Standards and DEYO, as this allows us to see the smaller steps of progress if appropriate.

Standardised tests are completed to show progress in specific areas which again highlights the support that has been in place is having a positive impact.

We actively seek the views of the parents and children and so if the child does not feel a provision is helping them, we will listen to this and if appropriate, we will see what we can do to improve this so that the child feels it is beneficial.

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Teaching, Learning and Support

For some pupils following the Early Years Foundation Stage (EYFS) curriculum, and those with complex SEND, we use DEYO to assess outcomes. This developmental tool enables us to monitor progress in a detailed and meaningful way, ensuring that provision is closely matched to each child's individual needs. By identifying strengths and areas for development, DEYO supports us in delivering targeted support that promotes positive outcomes across all areas of learning and development.

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- *What support is offered during breaks and lunchtimes?*
- *How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)*
- *What are the setting/school/college arrangements for undertaking risk assessments?*

Some children may have different arrangements in place to support their arrival to school. This may mean entering via the school office, where it is quieter and less busy. Some pupils arrive slightly earlier or later, again to avoid crowds and to ease anxiety. Some pupils may arrive early to participate in sensory circuits. Two members of SLT are on hand to greet pupils as they arrive and speak to parents/carers as needed. Class teachers are ready in class to greet pupils and offer 'check-ins' as needed to support emotional regulation.

All break times are supervised by teachers and support staff. Lunchtimes are supported by lunchtime supervisors. We also have a team of support staff who help some of our children with more complex needs at lunchtime, e.g. through our lunch hub.

Children have access to OPAL (Outdoor Play and Learning) during break and lunch times, which promotes rich, imaginative, and active play experiences. All OPAL activities and play opportunities are carefully planned with risk-benefit assessments to ensure that children are both safe and appropriately challenged. Staff are trained to supervise outdoor learning and play effectively, balancing safety with the freedom children need to explore, develop social skills, and build resilience.

There are risk assessments completed and regularly reviewed for all areas around school to ensure the safety for your children.

Children are supervised when moving between lessons and they are aware of the rules for moving around school to ensure safety. There are safety measures in places to ensure that no child is able to leave the building without a safe adult.

Trips are carefully planned with risk assessments that outline how we will ensure your child's safety. All children are supervised by a safe adult throughout a trip and if children have additional needs, they may also have their own risk assessment completed so that their individual needs are known and met throughout.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

Keeping students safe and supporting their wellbeing

- *What pastoral arrangements are in place to listen to pupils/students with SEND?*
- *What measures are in place to prevent bullying?*
- *Where can I find details of policies on bullying?*
- *How do you help children and young people to make friends?*
- *Is a mentor or buddy scheme available for my child or young person?*
- *How do you encourage and measure the development of good self-esteem and confidence?*

We are an inclusive school that prioritises the emotional well-being of our children. All staff believe that children having high self-esteem and resilience is crucial to a child's well-being. We have a caring, understanding and nurturing pastoral team looking after our children. Every child identifies a trusted adult in school, who will be their first point of call should they need support.

Our school values and School Rules are threaded through everything we do. Through this, we teach the children about how to be a good friend and the best version of themselves. We teach about bullying and always take this very seriously, helping and supporting all children involved. Bullying is not accepted at Winshill Village Primary & Nursery School. The Anti-Bullying Policy can be found here: <https://www.winshillvillage.org.uk/School-Policies-Procedures/#gswModal2>

If our children are struggling to make friends, we would support them in an appropriate way. This may be through coaching and support to build friendships or intervention to develop an understanding of what is a friend and how to make friends and be a good friend. Interventions such as Circle of Friends may be used, or social stories written to support individual areas of need. It is important to us that all of our children are happy in school and feel a sense of belonging.

We have two members of staff who have completed the training to become Emotional Literacy Support Assistants (ELSA), and are therefore able to offer emotional support to pupils and staff in school.

We have a pastoral support team, who meet regularly to discuss pupils who may require additional emotional support. School staff can complete a pastoral support referral form in order to highlight a pupil who may be struggling and may require support. Support offered may be ELSA, daily check-ins with a trusted adult, friendship support, Helpful Bear and enhanced use of Zones of Regulation.

Zones of Regulation is used strongly across school, with all year groups taught different strategies to help them to regulate their emotions. Information is regularly shared with parents to enable them to adopt similar strategies at home if they wish.

How will you manage my child or young person's medicine or personal care needs?

- *How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?*
- *What would the setting/school/college do in the case of a medical emergency?*

Keeping students safe and supporting their wellbeing

- *How does the setting/school/college support young people who have to take time off for medical appointments?*
- *How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*

The school has a policy regarding the administration and managing medicines. Parents need to contact the School Office if medication is recommended by Health Professionals to be taken during the school day. The class teacher will then be informed. Parent's written instructions and consent for the administration of medicines are kept in the school office.

As staff, we have relevant training including updates of conditions and medication affecting children so that all staff are able to manage medical situations.

As a school we implement health care plans and these are reviewed as appropriate. We would work with parents and medical professionals to ensure all relevant information is captured in the care plan and then this would be shared with all relevant staff.

There is also an 'Intimate Care' policy that details how we will work with parents around toileting and any other self-care needs.

If your child does have medical needs, please speak to the SENDCo who will help to ensure that all the appropriate care and support is in place for your child.

Sometimes our children with medical needs do have time off school to attend appointments. We completely understand if this is the case so please do not worry. If you could always ensure you have informed staff and shared confirmation of the appointments with our office team, that would be appreciated. When your child returns to school after their appointments, we will support them on returning to the classroom.

In a medical emergency an adult will stay with the child whilst another contacts emergency services and then parents/carers. Emergency procedures for individual pupils are detailed in personalised care plans.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- *Include link to Behaviour policy. Support from external agencies?*

Winshill Village Primary & Nursery School has a very positive approach to all types of behaviour, detailed in our Behaviour Policy <https://www.winshillvillage.org.uk/School-Policies-Procedures/#gswModal4> - whole school procedures are followed for continuity throughout school. Parents are informed immediately if staff see a change of behaviour in a pupil that is a cause for concern. In turn, we encourage parents to inform us of anything that may have happened at home, which may change the child's behaviour in school. This way we can work together to ensure our children are feeling happy and safe.

If a child has on-going behaviour difficulties a personalised Behaviour Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. We would also write a Risk Assessment should we feel it is appropriate.

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Keeping students safe and supporting their wellbeing

The school can refer a child to the local SEND and Inclusion Hub if they feel they need some additional help or advice to meet a child's needs or that their behaviour is potentially putting them at risk of exclusion.

Lateness and absences are recorded and reported to the Head teacher and Education Welfare Officer. The school hold meetings for parents of pupils whose attendance is causing some concern to see if any support is required and look at possible actions.

How do you support children who are looked after by the local authority and have SEND?

The school's Designated Teacher for Looked After Children is **Mrs L Howard**. She will communicate with the carers and the social care team to ensure all services work together to support children in care both academically and emotionally.

Each term all professionals will meet with the carers and children (if appropriate) to complete the PEP. This is the meeting where we discuss the children's needs and set targets for the children to achieve. We aim for the best possible outcomes for these children.

All Looked After Children have access to emotional support. We work hard to build trusting relationships with our Looked After Children so that when they need support and guidance, they trust us to be there for them.

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Working Together

Who is involved in my child's education?

- *Who will be working with my child/young person –*
- *What is the role of my child's class teacher/s?*

Your child's class teacher is accountable for your child's education and ensuring they have access to a broad and balanced curriculum. They will plan the lessons and ensure the correct support is in place for your child. The teacher will be the first point of contact for both your child and you as a parent. You will be able to make contact with your child's class teacher either by email or the office on **01283 247 570**.

There may be Teaching Assistants who support in your child's class, who support the teacher in meeting the needs of all the children in the class.

Some children, particularly those with an EHCP, may have additional adult support.

The SENDCo is also involved in your child's education and can be contacted via email or through the office on **office@win.jtmat.co.uk**

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

When deciding on the support and provision your child will access, we always ensure the adults are knowledgeable and skilled in what they are being asked to do and have an understanding of the needs along with what helps them.

Working Together

Before the children transition to their new teachers, we have a number of meetings in school where we share information and assessments about the children. We plan for additional visits so that the child starts to build trusting relationships before the move. If appropriate, we will also plan meetings with parents and new teachers so that parents can ask questions and share information about their child.

All staff have access to the children's PDRs and EHCPs via Edu Key so that key information is always available.

If there are any updates with regards to your child's needs, we welcome you to update your teacher and the SENDCo so that we can ensure that all staff (as appropriate) have this update too so that the support in place reflects their needs.

We work with other agencies involved so that we share information about the needs of the children so that everyone is up to date with what support they are needing.

Each year, class teachers create a 'class profile' which gives an overview of the needs of each pupil within a class – this document aids smooth transition and ensure all adults working within a class know how best to support individuals.

What expertise do you have in relation to SEND?

- *What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?*
- *Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?*
- *What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?*
- *Does the setting, school or college have any formal accreditations, charter marks or awards?*
- *Does the setting, school or college provide disability awareness training?*

Mrs S Pearsall and Mrs L Howard have both have the National SENCo Award. The school undergoes regular training provided by external agents and/or the SENDCo. Mrs S Pearsall works closely with other SENDCos within the John Taylor Multi Academy Trust. Close links are also in place with our local Special School, where advice and support is available, via SEDIS from the SEND and Inclusion Hub.

At Winshill Village Primary & Nursery School we have:

- 2 members of staff who are ELSA (Emotional Literacy Support Assistants) trained.
- Members of staff are trained Mental Health First Aiders.
- We have staff trained in Makaton.
- We have staff trained in Lego Therapy, Playmobil Therapy and Circle of Friends.
- Many of our TAs are trained in sensory processing and are able to deliver sensory circuits.
- We regularly have awareness sessions and updated training linked to areas such as Dyslexia, Autism and Restrictive Physical Intervention.
- A number of Teachers and Teaching Assistants are trained to support children with speech and language difficulties.

Working Together

- Our Teachers and TAs have had training in delivering a number of reading, writing, spelling/phonics and maths interventions, for example Precision Teach, EPATT and Little Wandle.
- We are a trauma and attachment aware school and all staff have had training.
- A number of staff have received training on Attention Autism and Intensive Interaction.

Many of our staff have accessed a range of training that relates to the needs of the pupils we are supporting in school. We prioritise developing our own staff and ensure we are continually offering opportunities for professional development.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

- *How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND? Eg health, social services, local authority support services, voluntary organisations.*
- *Which health or therapy services can children/young people access on the setting/school/college premises?*
As a school we work closely and effectively with many external agencies that we feel are relevant to individual children's needs within our school, including:
 - Health including GPs, School Nurse, Health visitor, Paediatricians
 - Speech and Language Therapists, including one via the JTMAT
 - Occupational Therapists
 - CAMHS
 - Physiotherapy
 - Social Workers, Early Help and Tier 2 Family Support services
 - Autism Inclusion Team
 - Educational Psychologists
 - The Hearing Impairment Team
 - The Visual Impairment Team
 - Families Health and Wellbeing Service (0-19)
 - Mental Health Support Team
 - Malachi

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Working Together

Who would be my first point of contact if I want to discuss something?

- *Who can I talk to if I am worried and how do I contact them?*

Contact should be made initially with the Class Teacher, via the school office on 01283 247 570, where an appointment can be made for a meeting. You can also contact the SENDCo or Headteacher. If you have a safeguarding concern then you would speak with any member of our safeguarding team – Mrs L Howard or Mrs H Brown.

Who is the SEN Coordinator and how can I contact them? *(IRR)*

Mrs S Pearsall is the SENDCo.

You can contact her via email or through the school office on **01283 247 570**
office@win.jtmat.co.uk

What roles do your governors have? And what does the SEN governor do?

Note: must include information around looked after children

All schools have a named SEND and Inclusion governor. They have a termly meeting with the SENDCo to discuss the current trends, challenges and training in place at that time. Their role is to challenge to ensure that the provision for SEND children is effective.

Our **SEND and Inclusion Governor is Michelle Dickerson** and she can be contacted via the school office.

How will my child or young person be supported to have a voice in the setting, school or college?

- *How will my child/young person being able to contribute his or her views?*
- *How will the setting/school/college support my child/young person to do this?*
- *How do you support children and young people with SEND/LDD in making their aspirations known?*
- *Do you have any student focus groups, councils or forums within the setting?*

We are a school that values and celebrates each child being able to express their views on all aspects of school life. Pupil views are collected regularly, as part of our monitoring and assessment processes.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are welcome to join our PTA or the school Governing Board.

We also welcome parent helpers and if you wish to come into school and help in class with the children, please contact the office and we will organise a timetable to fit around your availability and preferences.

What help and support is available for my family through the setting?

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Working Together

- *Do you offer help with completing forms and paperwork or travel plans? If yes, who normally provides this help and how would parents access this?*
- *What information, advice and guidance can parents and young people access e.g. help with completing forms or arranging travel plans? Who normally provides this help and how can they access this?*

We will always support and help our families in any way we can. This may include supporting with form filling, understanding school communication or family support around routines or boundaries at home. We would always urge any of our families to talk to us if they are struggling in any way and we will support or signpost you to support from other agencies. We are always here to help our children and our families. If you need help or support, please contact the office and they will put you through to the correct adult in school.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

- *What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?*
- *Do you offer holiday and/or before and after school/college provision? If yes, please give details*
- *What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?*
- *How do you make sure clubs, activities and residential trips are inclusive?*
- *How will you help my child or young person to be included?*
- *How do you involve parent carers in planning activities and trips?*

All of the activities and clubs can be accessed by all children, including those with SEND. We offer a wide range of clubs and activities after school every term. These are mostly run by our staff along with an outside provider - Footsteps.

We offer a Breakfast Club and After School Club at school.

Holiday clubs are offered by Footsteps.

All of our school trips and residential trips are accessible for all. If a child with SEND needs additional support or care on a trip, we will work with the parents or carers to put a plan together. This may involve an additional risk assessment to ensure health and safety is not compromised.

It is important to us that **all** children access and enjoy all activities and so we aim to make this happen.

How accessible is the setting's environment?

Inclusion & Accessibility

- *How has the environment been adapted to support children with sensory needs.*
- *How are SEND students supported to access those facilities available to all students? Link to Accessibility Plan (As described in SEND CoP).*
- *How do you communicate with those whose first language is not English (including parent/carers)?*
- *Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?*

The school site is mostly wheelchair accessible with a disabled toilet in place as well as a lift.

There are 'Health and Safety' Risk Assessments completed for each room within the school to ensure accessibility and safety. These are reviewed annually.

PEEPS (Personal Emergency Evacuation Plans) are completed for any children with SEND that would need support if leaving the school in an emergency.

Our staff are aware of and understand sensory needs and adapt and manage their environments to meet the needs of the children in their class. Children can have access to sensory breaks, time in our sensory room or attend a sensory circuit if this is something that helps them regulate.

Please see our Accessibility Plan <https://www.winhillvillage.org.uk/School-Policies-Procedures/#gswModal1> for further information.

The school has interactive whiteboards in every class which allow for a coloured background to be used (which can benefit pupils with dyslexic traits).

The font, size and colour can also be changed to remove barriers to pupils accessing the work on the board.

A wide range of resources can be used, including Widgit and Google Translate, for children who join our school with English as an additional language, a language rich environment is provided to develop vocabulary, spelling and grammar.

IT software and equipment is available to children. External agency recommendations for the use of specific programmes are followed.

Is the building wheelchair accessible?

Fully Accessible ☒

Partially Accessible ☐

Inclusion & Accessibility

Not Accessible ☐

Details (if required)

Are disabled changing facilities available? Yes ☒

No ☐

Details (if required)

Are disabled toilet facilities available? Yes ☒

No ☐

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes ☒

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Inclusion & Accessibility

No ☐

Details (if required)

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Joining and moving on

Who should I contact about my child or young person joining your setting? *(IRR)*

- *Where can I find information on entry criteria? (colleges/post 16)*
- *Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)*

You are welcomed to contact the school on 01283 247 570, if you are considering your child joining our school. The office staff will be able to answer many of your questions and then pass on your details to the SENDCo who will then contact you to discuss the SEND provision.

How can parents arrange a visit to your setting, school or college? What is involved?

- *Do you offer Open Days?*

We host an open day in November but are also would like to invite any parents looking at a new school for their child to visit at any time that suits them. If your child has additional needs then the SENDCo would be happy to talk with you and show you around our school.

If you wish to arrange a visit, just contact the school office and we put you in touch with the correct person to help you.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? *(IRR)*

- *What preparation will there be before my child or young person joins you?*
- *How will he or she be prepared to move onto the next stage?*
- *What information will be provided to his or her new setting, school, or college?*
- *How will you support the new setting, school, or college to prepare for my child or young person?*
- *What work experience opportunities do you offer?*

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Joining and moving on

- *Do you offer any vocational awards, apprenticeships, traineeships and/or supported internships etc.?*
- *Do you teach life skills and/or independent travel training?*
- *How will you support independent living and participating in society?*
- *Do you use job coaches or careers advisors?*
- *Will you liaise with the child or young person's previous education setting to share information?*

We encourage all new children to visit the school prior to starting. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If necessary additional transitions will be put in place. When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Secondary Schools run programmes specifically tailored to aid transition for the more vulnerable pupils. Pupils with SEND will have their PDR and may also have a One Page Profile to outline their needs, strengths etc.

Enhanced transition support may also be provided by external agencies, such as the Autism Inclusion Team.

Before a child with SEND joins our school, it is often useful for parents/carers to meet with the SENDCo to fully discuss any needs and support transition. For example, a social story or transition book may be completed. Parents may also be asked to contribute towards a One Page Pupil Profile, to help us get to know the child and utilise any strategies which parents know work well at home, e.g. for emotional regulation.

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Additional Information

What other support services are there who might help me and my family?

- *Who can I contact for further information and how? (SENDIASS etc.)*

SENDIASS <https://www.staffs-iass.org/home.aspx>

Family Support- Malachi- <https://www.malachi.org.uk/>

Staffordshire Connects <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Stay Well CYP | Stay Well Children & Young People Support – Stay Well Children & Young People Support

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Additional Information

When was the above information updated, and when will it be reviewed?

Must be updated annually – please provide date of latest update

Updated September 2026

Reviewed September 2027

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening?

- *How can parents give feedback to the setting, school or college?*
- *What is the setting, school or college's complaints policy?*

You are welcome to feedback to the school via email to the office and then this will be passed onto the relevant members of staff.

We send out parent/carers questionnaires throughout the school year so that we can receive feedback and improve our practice where needed.

Type of Setting (tick all that apply)

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| ☒ Mainstream | ☐ Resourced Provision | ☐ Special | | |
| ☒ Early Years | ☒ Primary | ☐ Secondary | ☐ Post 16 | ☐ Post 18 |
| ☐ Maintained | ☒ Academy | ☐ Free School | ☐ Independent/Non/Maintained/Private | |
| ☐ Other (Please specify below) | | | | |

DFE Number

8602126

District

- | | | | |
|------------------------------------|------------------------------------|--|--|
| ☐ Cannock | ☐ Lichfield | ☒ East Staffordshire | ☐ Tamworth |
| ☐ Newcastle | ☐ Moorlands | ☐ Stafford | ☐ South Staffordshire |

Specific Age range

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Additional Information

Nursery 2-4 years

Primary School 4-11 years

Number of places

253, Nursery to Year 6

Which types of special educational need do you cater for? *(IRR)*

☒ inclusive mainstream school ☐ special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|--|
| ☐ Resource for autism | ☐ Resource for social, emotional and mental health |
| ☐ Resource for cognition and learning difficulties | ☒ Fully accessible environment – for pupils with physical or sensory needs |
| ☐ Deaf friendly | ☐ Resource for moderate learning difficulty |
| ☐ Resource for physical disability | ☐ Resource for profound and multiple learning difficulty |
| ☐ Resource for severe learning difficulty | ☐ Resource for speech, language and communication needs |
| ☐ Visual impairment friendly | |

Other specialist support/equipment:

☐ Specialist technology

Comment: