



Winterbourne Junior Girls' School

Winterbourne Road, Thornton Heath, Surrey, CR7 7QT
Tel: (020) 8684 3532
Email: office@winterbournegirls.croydon.sch.uk
Website: www.winterbournegirlsschool.co.uk
Head Teacher: Mrs M.A. Berkeley-Agyepong
Deputy Head Teacher: Mrs T. Scott Cree

SEND Information Report 2023-2024

SENCo: Kiran Qureshi

SEN Governor: Jane James-Jones

Contact: kqureshi2.306@lgflmail.org

Dedicated SEN time: Monday and Tuesday

Local Offer Contribution: <https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Whole School Approach:

Winterbourne Junior Girls School is a unique establishment where all students and staff are valued as individuals. We take pride in our diversity and embrace our cultural richness and utilise both in preparing students to embrace their places in the local community and the outside world. At Winterbourne Junior Girls school we aim to inspire all children and equip each child to fulfil their potential. We want the children's experience of school and learning to be positive and motivating. SEND provisions at Winterbourne are carefully selected and adapted to meet the needs of our children and fill any gaps in their learning. Base line assessments take place at entry point and learning is carefully differentiated through our mastery approach to ensure all pupils make good progress. All SEND children can access the curriculum through well thought out structured lesson planning and lesson delivery with quality first teaching.

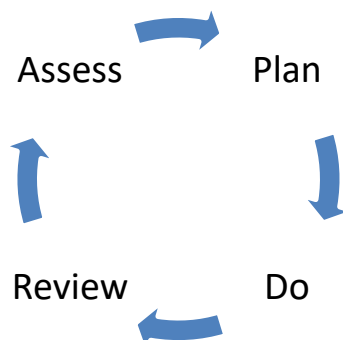
High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child/young person in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it point to discuss aspirations and expectations with all of our learners.

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.

Underpinning ALL our provision in school is the **graduate approach** cycle of:



All teachers are responsible for every child in their care; including those with special educational needs. (Reference: Teaching & Learning Policy 2019)

Assess:

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

- Base line tests at entry point
- KS1 Data analysed
- EAL screening
- Oracy Screening
- 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
- 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
- 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 EHCP are invited and encouraged to attend and contribute towards their daughter's annual review.

Plan:

- There is parent contact regarding progress
- Parent Voice and Pupil Voice
- 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
- Target setting takes place; identifying next steps for progress
- Planned time for children to respond to the marking and practise/consolidate highlighted skills; within the lesson for maximum impact
- Accelerated Reader and MYOn 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
- Pre Key Stage standards are used for children with complex needs who are working outside of their assigned key stage; for the specific purpose of statutory end of key stage assessments 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
- Open door policy – parents can see staff at the end of the day at pick up times or by appointment

Do:

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
- We offer a curriculum that is broad and balanced
- Teachers write and adapt plans which take account of individual pupil needs
- 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.

Review:

All learning and targets are monitored and reviewed regularly. Children with an IEP have targets reviewed at least twice a year. There is a triangulation of conversation and documented evidence between the SENCO, Class teachers, TA's and SLT.

- Regular meetings to discuss progress and attainment
- TAs deliver specific interventions
- Use of language simplified with short and concise sentences
- 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
- 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
- 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
- External agencies via referral as appropriate
- Adaptations to the school building and equipment when necessary e.g. adapted chair, lift.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

- 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

2. Cognition and learning

- 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
- Educational Psychology Service (EP)
- Visual impairment (VI)
- Hearing Impairment (HI)
- Speech and Language Therapist (SALT)
- Occupational Therapy (OT)
- Fair Access Panel (FAP)
- Planned time to address specific programmes or recommendations from Speech and Language therapists and other specialist services

3. Social, emotional and mental health

- Emotional Literacy Support (ELSA via internal referral)
- Friendship Club (Via internal referral)
- 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
- Close work with Child and Adolescent Mental Health Service (CAMHS)
- SENDCO surgery for parents of SEND girls to discuss transition arrangements and any other concern that may arise.
- Drawing, talking therapy (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) – in consultation with Mrs Scott Cree (Deputy Head teacher and a Designated Safeguarding Lead)
- Open door – class teachers, SENDCO, Pastoral Worker and Head teacher welcome dialogue with parents
- Feelings scale and worry box in every classroom
- PSHE 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 pastoral support, Homework/Communication Diaries /Class reports
- Home/School liaison with Emotional Well-Being Practitioner
- Visual timetables/cues

4. Sensory and/or physical needs

- Nurture room where children can speak to a member of the Pastoral care team and feel at ease. A room where hard and soft materials are available in order for the children to access learning and be able to verbalise their feelings and emotions.
- Any child with a specific physical or medical need will have an Individual Health care plan created which is shared with all staff members.
- 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
- 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
- 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
- Emotional Literacy Support (ELSA via internal referral)
- Friendship Club (Via internal referral)
- 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
- Close work with Child and Adolescent Mental Health Service (CAMHS)
- SENDCO surgery for parents of SEND girls to discuss transition arrangements and any other concern that may arise.
- Drawing, talking therapy (via internal referral)
- Social Stories used to support identified girls to understand routines, behaviours and friendship matters

(Reference: SEN Policy 2020)

As at September 2023, we have 36 children receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need.

- Teachers write and adapt plans (IEP)which take account of individual pupil needs
- These are SMART targets which are measurable and achievable
- 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
- Termly assessments with Star Reading and Star maths along with Teacher assessment
- Tracking of progress using SIMS

- 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.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Meeting with parents	SENCO / Class teachers	X1 termly
Discussions with children	SENCO	X 2 termly
PAR Meetings- Pupil Achievement Review (Parent and child attend together)	Class teachers	X 1 annually
Parental discussion when an IEP is issued or there is a change in an IEP Preferably face to face Sometimes via phone	SENCO/ Class teachers	X 2 annually
Parental involvement with outside agencies, forms and signatures required, workshops to attend or meetings to attend via Zoom	SENCO	As needed
To document and discuss the parent and child's views, concerns and satisfaction. Parent voice/ Pupil Voice	CT/ SENCO/ SLT	Termly

Staff development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise
LRA	ELSA, SALT, Catch Up Literacy, Bereavement HLTA
NS	Oracy, EAL Screening, NTL (NewToEnglish) HLTA
DV	SALT , Learning Mentor Level 3 NVQ

RR	Phonics Catch up Literacy Level 3 NVQ
JR	ELSA
HP, YK	Phonics and Reading interventions
KB	Level 3 NVQ
HP,IR,JS	EAL assessment/interventions

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are shared in said year groups and we have a fluid and flexible approach, TA's are not class allocated and are deployed to sets/classes where children's needs are highest. TA's follow a time table where they are class based for core learning and throughout the rest of the day they part take in delivering high level interventions to targeted groups and individuals.

We have a range of interventions that take place including:

- SALT sessions
- ELSA sessions
- New to English groups
- Arithmetic groups
- Plus one
- Toe by Toe
- Power of 2
- Oracy
- An extensive phonics catch up programme
- Targeted comprehension groups

School Partnerships and Transitions

Our academic assessment for children/young people with special educational needs is moderated through our cluster of schools/neighbouring partners.

This year, we worked with our feeder partners to welcome 6 children with special educational /disability and we supported 10 children transition to the next phase in education.

Our approach involved:

- Communication with previous schools/nurseries for transparency and documentation
- Meetings with parents and SENCO from other establishments
- Arranging a smooth transition to Year 7
- Follow up contact with children who have moved far away
- KS3 transition days
- New to our school – transition meetings set up with previous setting involving parents as well as professionals
- Parent information evenings

- Opportunities for year 2 pupils 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).

We closely monitor children and young people’s destination data.

Complaints

If you have any concerns or questions regarding a child with SEND please contact Mrs Qureshi or Mrs Berkeley-Agyepong on 020 8684 3532.

Alternatively, please see the Complaints Policy 2020 for further information.

This year we have 0 number of complaints that were dealt with.

Challenges this year

New SENCO to finish her SENCO Award.

COVID has put enormous pressure on SEND. A concern we have is the mental wellbeing of our pupils. Pastoral care has been a focus and we have seen an increase in our communications with CAHMS. Many of the children are on intensive catch up interventions, within the classroom setting and out of class. We have also had an influx of children arriving from abroad, some with disturbing journeys and experiences. The children have the opportunity to speak to a trained adult in ELSA style sessions or draw/talk therapy if there is a language barrier. Our main challenge is Language and Communication difficulties and these are addressed through intensive SALT sessions in school. These are delivered by our SALT trained TA’s and are reviewed and assessed at least twice a year through a company called ‘Speech Made Easy’.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

1. To continue to work with a lead SENCO in the third year Locality SEND. The focus will be on the following:
 - Monitoring present funding and measuring impact
 - Reviewing and reapplying for funding during the Spring and Summer Term
 - Ensuring the needs of our school are met
2. To continue to maintain relationships with outreach schools in terms of SALT and ASD support and possibly Dyslexia

3. To address additional needs following recent circumstances and ensuring that these needs meet the girls' requirements. One of our main concerns is the mental wellbeing of our pupils. Pastoral care has been a focus and we have seen an increase in our communications with CAHMS.

Locality SEND Support

Our school has become an early adopter in an exciting new initiative by Croydon Council to improve support for children with special needs or disabilities who live in Croydon.

Along with several other schools in our area, we've been given funding to provide earlier and better targeted help and support to SEND youngsters. This will enable our special needs staff to work closely with our partner schools to quickly get the necessary support and help for students who are beginning to demonstrate that they have additional needs which can't be met through our own school SEND resources.

This early help which may be in the form of advice, school to school support, referral to specialist services, or additional resource can be put in place rapidly without unnecessary delay. This is because our group of schools hold the funding between us so we can direct this to the most suitable children in an efficient targeted way.

Relevant school policies underpinning this SEN Information Report include:

- Teaching and Learning Policy
- SEND Policy
- Child Protection and Safe guarding Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date approved by Governing body 23/11/2023