Winterton Junior School

SEND Information Report

2025 - 2026

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Whole School Approach:

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

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



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

Assess:

- Initial concerns regarding a child who may require extra support will come from the class teacher and/or parents / carers. Following these concerns, the child's needs will be assessed and closely monitored and enable the school to work collaboratively with parents / carers and other professionals to ensure that support is given whenever needed.

- Class teachers continuously make assessments of all children and carefully track progress. If any gaps in learning appear; a child faces barriers to their learning; or they are making minimal or no progress, additional support will be put into place.

Plan:

- Collaboration with the child, parents / carers and other professionals will provide targets and support will be identified which is focused on the outcomes for the individual child. The planning process will also identify how outcomes are to be achieved.

- The SENDCo, the class teacher and the parents will decide on the action needed to help the child to progress. This may include additional learning materials or special equipment; individual / group support; access to specific interventions outside of classroom time; access to LA support services, e.g. Educational Psychology, Speech and Language Therapy.

Do:

- Classroom support and targeted activities that will enable the child to meet their targets will be carried out by the classroom teacher and teaching assistant.

- Outcomes of any support will be closely monitored by the classroom teacher and SENDCo.

- Support will be delivered over a set period (usually for at least 6 weeks) and adapted or altered to ensure maximum impact.

Review:

- Outcomes are reviewed depending on the timescale given to the individual child or half termly (whichever comes first), ensuring that additional support remains focused and specific.

- Formal parents' meetings can be held termly in order to further discuss support and ways forward.

- A new cycle of support (if necessary) is then drawn up.

SEND Needs and provision:

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

1. Communication and interaction

    - *Speech and Language therapy (delivered on a one-to-one basis by teaching assistants)*
    - *One-to-one block of speech therapy, delivered by external speech and language therapists*
    - *Autism Spectrum Education Team (ASET) observations and recommendations*
    - *Emotional Literacy*
    - *Lego Zone*
    - *Use of Makaton signs and symbols*

2. Cognition and learning
    - *Educational Psychology consultations, observations and recommendations*
    - *ASET observations and recommendations*
    - *Use of visual timetables*
    - *Read, Write, Inc. phonics interventions*
    - *Basic Skills Maths*
    - *Precision teaching*
    - *Workstations (to help focus and concentration)*
3. Social, emotional and mental health
    - *Educational Psychology consultation, observations and recommendations*
    - *ASET observations and recommendations*
    - *Emotional Literacy*
    - *Access to the Pastoral Team / Mental Health Champions*
    - *Lego Zone*
    - *Rupert the Pastoral Dog*
    - *Break-out/calming spaces*
4. Sensory and/or physical needs
    - *Occupational therapy*
    - *ASET observations and recommendations*
    - *Sensory equipment*

(**Reference:** Special Educational Needs and Disability [SEND] Policy 2026)

As of September 2025, we have 21 children or young people receiving some form of SEND Support, and three children have an Education, Health and Care Plan (EHCP).

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

These include:

- identifying children not making adequate progress, through professional conversations
- whole school termly pupil progress meetings to discuss all children
- regular monitoring of interventions and their delivery
- training for delivery of specific interventions (either in-house or externally led)
- liaison with external agencies to review progress towards targets (e.g. Speech and Language therapy)
- an allocated slot on the weekly staff meeting agenda to discuss any concerns and / or share ideas and support colleagues.

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
Pupil voice – informal conversations	- Children accessing interventions - SENDCo - Intervention group leader	Continually throughout the academic year
Pupil/parent voice-IOP/EHCP reviews	- Children with an IOP or pupils with an EHCP. - SENDCo - Class teacher/one to one teaching assistant	Termly
Parents / carers meetings	- Parents / carers of children listed as SEND Support or pupils with an EHCP. - SENDCo	Informal conversations and/or meetings on-going throughout the academic year
Parent voice – questionnaire	- Parents / carers of children listed as SEND Support or pupils with an EHCP.	Yearly
Children's' voice questionnaire	SEND Children Teachers/Ta's assisting with completing the questionnaire.	Yearly
Parents/carers Speech and Language therapy review meetings	Parents/carers of children with a speech and language plan	Termly invitation Weekly invitation (if child is accessing block of therapy delivered by external service)
Parent / carers Early Help assessment meeting	- SENDCo - Pastoral team - Parents/carers	As and when necessary
Parent/carers Early Help review	- SENDCo - Pastoral team - Parents / carers - Class teacher - External agency representatives (where required)	At least termly once an assessment has been made, and for as long as is deemed necessary
Education, Health and Care Plan review	- Parents / carers of children with an EHCP -SENDCo - Class teacher - External agencies (where required)	Annually
SEND Coffee afternoons	- SEND - Pastoral - Parents - External agencies	Half termly

To maximise the potential for liaising and consulting with children and their parents / carers, termly individual outcome plans (IOPs) are sent home and shared with parents.

Staff development

We are committed to developing the ongoing expertise of our staff.

The designated Special Needs Coordinator for our school is Mrs Susan Waters. She has completed the National Award for SENDCo from Bishop Grosseteste University.

This year, the following training has been completed:

- All teaching staff accessed training on SEND provided by the schools SENDCo to recap on the Code of Practice and systems in place within school, focussing on provision maps and SMART Targets.
- All staff have accessed safeguarding and PREVENT training, including updates. Provided by the Pastoral Manager.
- All teaching staff attended in house training on PDA, provided by Helena Kennedy - Inclusion
- The SENDCo has attended termly network meetings and good to great meetings and has fed back relevant information into our everyday practice.
- Members of staff have attended Makaton training.
- Members of staff have completed SALT training.
- Members of staff have attended Team Teach training.
- Staff have completed training on children with social communication needs.
- Staff have been trained in paediatric first aid.
- Members of staff have completed training in adaptive teaching and then fed back relevant information to other staff members.
- SENDCo has attended training on EHCP referrals and Neurodevelopmental referrals.
- SENDCo and SRP staff completed training on the Engagement model, delivered by North Lincs.
- All staff members have received training from WMIM.
- Staff have completed training on Pre Key Stage assessments.
- SENDCo and JS have attended training on ADHD and masking.
- Staff have completed updated training – diabetes.
- All staff have received training in using an Epi Pen/Anaphylactic

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.

This is achieved in different ways, such as:

- Supporting pupils on a one-to-one basis
- In class small, guided group support
- Social, emotional and mental health support through the pastoral team, which includes a Pastoral Manager and one learning mentor as well as Rupert, the school's pastoral dog
- Targeted support for children with specific medical needs
- Leading one-to-one or small group interventions
- Specific support staff identified to lead speech and language and occupational therapy interventions to maintain consistency of approach

Finance

This year all children are supported within school, and this is financed from within the usual school budget including EHCP funding, Inclusion and exceptional funding.

Within school we have a range of skills and strengths across the staff team. To fully support all children, we work closely with a range of professionals from external agencies. This year these have included:

- Educational psychologists
- Speech and language therapists
- Occupational Therapists
- Physical Disability team
- Behavioural Support Team (BST)
- Autism Spectrum Education Team (ASET)
- School Nursing Team
- CAMHS
- St Luke's outreach worker
- Specialist nurses and medical professional, e.g. diabetes nursing team, consultants
- With Me in Mind (WMIM)
- Adoption Social Workers
- Family Support Workers
- Social Workers

School Partnerships and Transitions

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

This year, we worked with our feeder partner(s) to welcome one child with special educational needs or disabilities, and we supported 15 children and young people with transition to the next phase in education or to a different school.

Our approach involved:

Meetings with the SENDCo(s) of the next phase / different school

Exchange of pupil documentation

New to school parent's meeting (feeder school)

New to school parental information and views sheet (feeder school)

Individual pupil transition timetable

Visits with Parents/student to the new school
We closely monitor children and young people's destination data.

Specialist Resource Provisions – The Lighthouse

At **Winterton Federation**, we are proud to offer Specialist Resource Provisions (SRPs) across both our Infant and Junior schools. Our provisions, known collectively as **The Lighthouse**, provide specialist support for children with Education, Health and Care Plans (EHCPs) whose primary area of need is **Speech, Language and Communication with a secondary need of Cognition and Learning.**

Each provision currently has capacity for up to **10 pupils** and offers a nurturing, inclusive and carefully adapted learning environment. Our approach is centred around meeting individual needs, developing independence and ensuring that every child has the opportunity to **Achieve, Belong and Thrive**.

Infant School Specialist Resource Provision

Our Infant School SRP provides a supportive and nurturing environment for children in the Early Years Foundation Stage (EYFS) and Key Stage 1 who require additional specialist support to access learning.

The provision offers a highly personalised curriculum, informed by each child's EHCP outcomes, developmental stage and individual learning needs. Learning takes place through a combination of structured teaching, practical activities, continuous provision, play-based learning and targeted interventions.

Particular emphasis is placed on developing early communication and interaction, foundational literacy and numeracy skills, emotional and sensory regulation, social development and independence.

Children are supported to access mainstream classroom activities, assemblies, playtimes and wider school experiences where appropriate. Opportunities for integration are carefully planned around individual needs, readiness and EHCP outcomes, with the aim of developing confidence, relationships and a strong sense of belonging within the wider school community.

Junior School Specialist Resource Provision

Our Junior School SRP provides specialist support for pupils in Key Stage 2 who require a highly adapted approach to learning due to their cognition and learning needs.

The provision offers a personalised and appropriately challenging curriculum, designed to build upon pupils' existing knowledge, skills and individual strengths. Teaching focuses on developing literacy, numeracy, communication, independence, emotional wellbeing and essential life skills.

Learning is delivered through small-group teaching, individualised interventions, practical experiences and adaptive teaching approaches. Staff work closely with mainstream class teachers to identify appropriate opportunities for pupils to participate in lessons, enrichment activities and wider school life.

We recognise that successful inclusion looks different for every child. Therefore, mainstream integration is carefully planned, regularly reviewed and adapted to ensure that pupils experience success while receiving the specialist support they require.

Admissions, Assessment and Placement Process

Admission to our Specialist Resource Provisions is managed through the **Local Authority's SEND and EHCP placement process**. Places are allocated to children who have an Education, Health and Care Plan (EHCP), where specialist resource provision has been identified as an appropriate setting to meet their educational needs.

As part of the placement consideration process, the Local Authority consults with Winterton Federation to establish whether the provision can appropriately meet the child's identified needs.

During this consultation, the school's SEND and SRP leadership team carefully considers the information provided, including:

- The child's EHCP, particularly their identified special educational needs, provision requirements and intended outcomes.
- Educational assessments, attainment information and developmental progress.
- Reports and recommendations from relevant professionals, such as Educational Psychologists, Speech and Language Therapists and other specialist services.
- The child's communication, social interaction, sensory, emotional and independence needs.
- The suitability of the provision's curriculum, staffing, physical environment and available resources.
- The needs of pupils already accessing the provision and the potential impact of a placement on the efficient education of others.
- The availability of places within the provision.

Where further information is required, the school may seek clarification from the Local Authority or relevant professionals to support an informed assessment.

The school provides a formal consultation response to the Local Authority, outlining whether it considers the provision suitable to meet the child's needs and identifying any potential barriers or reasonable adjustments required.

The Local Authority is responsible for making the final decision regarding placement and naming the school or provision within the child's EHCP, in accordance with the relevant statutory framework. Admission is not determined through direct applications to the school.

Transition into the Provision

Once a placement has been confirmed, our staff work closely with families, previous educational settings and relevant professionals to support a positive and carefully planned transition.

Depending on individual needs, this may include introductory visits, opportunities to meet key adults, sharing information about the child's strengths and interests, visual transition resources and a personalised transition timetable.

Staff use the child's EHCP and existing assessment information to establish appropriate starting points and plan personalised learning opportunities.

Assessment, Progress and Review

Assessment is an ongoing part of our specialist provision. Staff use a combination of observations, formative assessments, developmental frameworks and curriculum-based assessments to identify pupils' achievements and next steps.

Individual learning targets are closely linked to EHCP outcomes and are regularly reviewed to ensure that teaching and interventions remain appropriate and effective.

Progress is measured not only through academic achievement but also through developments in communication, independence, social interaction, emotional regulation, confidence and participation in school life.

Parents and carers are valued partners in this process, and their views are actively sought through regular communication, progress discussions and statutory annual EHCP reviews.

Challenges

At Winterton Federation, we recognise that developing and embedding high-quality Specialist Resource Provision is an ongoing process. As our Infant and Junior SRPs continue to develop, we are committed to reflecting on our practice, identifying areas for improvement and ensuring that our provision evolves to meet the increasingly complex and diverse needs of our pupils.

One of our key challenges is ensuring that the individual needs of pupils can be effectively met within a specialist setting, while also providing meaningful opportunities for inclusion within

mainstream classrooms and wider school life. We recognise that pupils require different levels of support, and that successful integration must be carefully planned, flexible and responsive to each child's developmental needs and readiness.

The continued development of our Junior SRP is a particular priority, including further enhancements to the physical learning environment, accessibility, specialist resources and therapeutic spaces. Across both provisions, we are working towards creating consistently calm, low-arousal and communication-friendly environments that support emotional regulation, engagement and independence.

Our key priorities for further development include:

- **Curriculum development:** Continuing to refine our personalised and progressive curriculum pathways to ensure that learning is ambitious, meaningful and closely aligned with individual EHCP outcomes.
- **Assessment and progress:** Strengthening assessment systems to accurately capture and demonstrate the small steps of progress made by pupils, including academic, communication, social, emotional and independence skills.
- **Mainstream inclusion:** Developing consistent approaches to planning, supporting and reviewing opportunities for pupils to access mainstream learning and wider school experiences.
- **Staff development:** Investing in ongoing professional development for teachers and teaching assistants, including adaptive teaching, communication strategies, sensory regulation and approaches to supporting pupils with complex needs.
- **Learning environments:** Further developing therapeutic, accessible and sensory-considerate learning spaces that promote wellbeing, engagement and independence.
- **Partnership working:** Strengthening collaboration with parents, carers, the Local Authority and external professionals to ensure a coordinated approach to meeting pupils' needs.
- **Preparing for the future:** Developing pupils' independence, confidence, resilience and essential life skills to support successful transitions between key stages and into their next educational settings.

We recognise that the development of our Specialist Resource Provisions requires ongoing reflection, investment and collaboration. Through regular self-evaluation, pupil progress reviews, staff development and engagement with families, we aim to continually strengthen the quality and consistency of our provision.

Our overarching ambition is to ensure that The Lighthouse provides a safe, nurturing and aspirational learning environment where every pupil is supported to achieve their potential, develop a strong sense of belonging and thrive as a valued member of the Winterton Federation community.

Complaints

Our complaints procedure is as follows:

- Complaints should be made in the first instance to the Class Teacher who will inform the SENDCo.

- The SENDCo will then endeavour to resolve this complaint alongside parents / carers.

- If parents remain dissatisfied, they should speak or write to the Headteacher.

- Following this, if they are still worried or dissatisfied, they should put their complaint in writing to the governor with responsibility for SEND.

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

Further information regarding complaints can be found in the 'WJS Complaints Policy' on our school website.

Challenges this year

This year challenges for our school continue to include:

- Staffing due to unforeseen staff illnesses and this has impacted on the stability of provision for some children and the progress they have made.
- Developing strategies to support and manage children presenting with specific learning difficulties, without additional funding attached including exceptional funding.
- Ensuring that in ALL classes the teacher provides interventions to SEND and lower ability children and not just the teaching assistants. This maintains rigour and that these children are being supported by the most qualified adults.
- The continued vast rise of SEND pupils (especially SALT, ASD, ADHD and SEMH)
- Ensuring that adaptive teaching is taking place in all classrooms.

Further development

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

- To continue to liaise termly with the business manager with regards to SEND funding arrangements to assess the impact of provision.
- To continue to monitor that individual outcomes are being accessed across the curriculum within the classroom, as well as through interventions.
- To continue to liaise with teachers in regards to SEND training. Implement appropriate training/outside agencies around ASD, ADHD, SEMH and dyslexia as these are areas that are becoming more common.
- To continue to ensure that all new staff know where to access information on the medical needs and SEND needs of children in school (Arbor/SharePoint) and continue to ensure new procedures are implemented re: administering medication at school.
- Continue to ensure that work is accessible to all SEND pupils but also provides challenge.
- Continue to access relevant CPD and attend meetings regarding updates (Good to Great, Network Meetings and Cluster meetings).

Relevant school policies underpinning this SEND Information Report include:

- Special Educational Needs and Disability (SEND) Policy
- Supporting Pupils at School with Medical Conditions Policy
- Accessibility Plan
- Equality and Diversity Plan
- Equality Policy 2016

Legislative Acts considered when compiling this report include:

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

SEND Information Report reviewed by: Sue Waters
SEND Information Report review: September 2027