# Special Educational Needs and Disabilities (SEND)

## Information Report 2026 - 2027

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*Related documents: SEND Policy | SEND Information Report | Accessibility Plan Designated Teacher Policy - all available at https://thewinnsprimaryschool.co.uk/*

This Information Report explains how we implement our SEND Policy in practice. For the full policy framework and strategic approach, please refer to our SEND Policy available on our website *https://thewinnsprimaryschool.co.uk/*

Contents

1. What types of SEN does the school provide for?
2. Which staff will support my child, and what training have they had?
3. What should I do if I think my child has SEN?
4. How will the school know if my child needs SEN support?
5. How will the school measure my child's progress?
6. How will I be involved in decisions made about my child's education?
7. How will the school adapt its teaching for my child?
8. How will the school evaluate whether the support in place is helping my child?
9. How will the school resources be secured for my child?
10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?
11. How will the school support my child's mental health and emotional and social development?
12. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?
13. What support is in place for looked-after and previously looked-after children with SEN?
14. What should I do if I have a complaint about my child's SEN support?
15. What support is available for me and my family?
16. Glossary

Dear Parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website https://thewinnsprimaryschool.co.uk/

You can ask a member of staff to make a copy or send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

| Area of need | Condition |
|---|---|
| Communication and interaction | Autism spectrum condition, speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, attention deficit hyperactivity disorder (ADHD), mild to moderate learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD), Attention Deficit Disorder (ADD) |
| Sensory and/or physical | Hearing impairments, visual impairment, multi-sensory impairment, dyspraxia, epilepsy |

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCo is Marta Brusniak

Our SENDCo has 25 years of experience as a class teacher and SENDCo and has completed NASENCO training. She is allocated four days a week to manage SEND provision.

Our Inclusion Manager is Susan Warren an Early Years practitioner of over 17 years, with specific experience in Early Years development and learning; ELKLAN Language provision and ASD.

We have a team of Teaching Assistants who are trained to deliver SEND provision.

We have a broad school-based program for in-service training for teachers and teaching assistants. Further training for staff is relevant to their designated role in school, linked to their appraisal process and to the needs/priorities of the school as set out in the Development Plan.

We access other training i.e. hearing or visual impairment through external agencies e.g. school and community nurses, Flourish Outreach Teams, Educational Psychologists, Physiotherapists, SaLT etc.

In the last academic year, various staff members have been trained in:

- AET Good Autism Practice
- ADHD in the primary classroom, Strategies to support behaviour
- Dyslexia
- Developmental Trauma

- SEND Maths support
- Colourful Semantics
- SaLT: Social Stories and Comic strip Conversations
- Sensory Circuits
- Deaf Awareness and Radio-aid Training

We use specialist staff for the delivery of:

- Mental Health interventions
- Group Mentoring
- Family Support
- Specific Language Support

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurse
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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3. What should I do if I think my child has SEN?

*This process follows the procedures outlined in our SEND Policy - see Section 4 for the formal framework.*

| Step 1 | Step 2 | Step 3 |
|---|---|---|
| If you think your child might have SEN, the first person you should tell is your child's teacher. They will pass the message on to our SENDCo Marta Brusniak, who will be in touch to discuss your concerns. You can also contact the SENDCo directly [email address] | We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this. | If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register. |

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4. How will the school know if my child needs SEN support?

The aim is to identify children as early as possible, in the Early Years rather than later. The SEND Team takes a proactive role in contacting previous settings, observations in Nursery and at home prior to joining The Winns. At school they are identified via quality first teaching, monitoring interventions e.g. Speech and Language programs or Read Write Inc.

Anyone, including the pupil, can refer to SEND if a concern is identified.

The SEND Team will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SEND Team will ask for your opinion and speak to your child to get their input as well.

Based on all of this information, the SENDCo will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a Learning Support plan for them.

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5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services (eg. SaLT and EP reports) if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We assess each pupil's current skills and levels of attainment on entry. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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6. How will I be involved in decisions made about my child's education?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

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7. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

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8. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

9. How will the school resources be secured for my child?

The Winns Primary will make arrangements to support pupils with disabilities, as stipulated by the SEN and Disability Act 2001.

Resources are allocated through:

- The school's delegated SEND budget
- Additional funding applications where appropriate
- Support from local authority services
- Partnership working with external agencies
- Deployment of trained teaching assistants and specialist staff

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10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All pupils are encouraged to go on our residential trips e.g. to Treginnis.

All pupils are encouraged to take part in sports day activities, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

We are an inclusive school and endeavor to make reasonable adjustment to ensure that any activity we offer as part of the school curriculum can be accessed by all students. Our school is located on a ground level throughout and all the toilets are accessible by disabled pupils and staff.

The school's accessibility plan can be found on our school website.

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11. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- We run social skills groups for children who need additional support
- Teaching PSHE has a high profile in school
- A highly skilled and experienced learning mentor is available to support children during the day
- We have employed a psychotherapist who works closely with identified children and also supports staff by delivering training
- Pupils with SEND are encouraged to be part of the Learning Mentor's lunchtime, pre- and after school provision to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying

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12. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We ensure that as much support as possible is given to children with SEND during transition phases in school -- from class to class and across the key stages. We also have close links with the local secondary SENDCos and Inclusion Managers, as well as Year 7 leaders in order to facilitate smooth transition from primary to secondary school.

Transition support includes:

- Additional visits to new settings

- Creation of transition booklets with photos and key information
- Meetings between current and future staff
- Gradual introduction programs where needed
- Continued liaison during the settling-in period

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13. What support is in place for looked-after and previously looked-after children with SEN?

Marta Brusniak our SENDCo is also the Designated Teacher and has the responsibility to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

For comprehensive information about our support for looked-after and previously looked-after children, including the role of our Designated Teacher, please see our Designated Teacher Policy available on the school website.

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14. What should I do if I have a complaint about my child's SEN support?

*Our formal complaints procedure is detailed in our SEND Policy and our separate Complaints Policy.*

From time-to-time parents may experience difficulties or have questions about events at school. The procedure if this is the case is as follows:

1. Talk to the class teacher in the first instance. If you need to discuss matters at length or in greater detail, an appointment with the teacher should be made.
2. Contact the SEND team
3. If you have spoken to your child's class teacher and the SEND team, but are still concerned, then a discussion with a member of the school's senior team should be arranged.
4. After speaking with your child's class teacher, SEND Team and a member of the senior team, there are rare occasions when you have a concern that is serious but you feel it has not been dealt with satisfactorily. If this is the case the school has a formal complaints procedure and the details of this can be obtained from the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact: Tel: 0208 527 1872 email: office@winns.waltham.sch.uk

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15. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Local Authority Support

For further information within Waltham Forest please refer to:

London Borough of Waltham Forest

The SEN Team LBWF
1st Floor Woodstreet Centre
Linford Road
Walthamstow
E17 3LA

Tel: 0208 966 503
Email: senteam@walthamforest.gov.uk

SENDIASS (Information, Advice and Support)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

https://www.walthamforestsendiass.org.uk/

Local Charities and Support

Local charities that offer information and support to families of children with SEND are:

https://www.walthamforestparentforum.com/

National Charities and Support

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

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16. Glossary

- Access arrangements -- special arrangements to allow pupils with SEND to access assessments or exams
- Annual review -- an annual meeting to review the provision in a pupil's EHC plan
- Area of need -- the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- CAMHS -- child and adolescent mental health services
- Differentiation -- when teachers adapt how they teach in response to a pupil's needs
- EHC needs assessment -- the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- EHC plan -- an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- First-tier tribunal/SEND tribunal -- a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- Graduated approach -- an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

- Intervention -- a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- Local offer -- information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- Outcome -- target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- Reasonable adjustments -- changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- SENDCo -- the special educational needs co-ordinator
- SEND -- special educational needs and disabilities
- SEND Code of Practice -- the statutory guidance that schools must follow to support children with SEND
- SEND information report -- a report that schools must publish on their website, that explains how the school supports pupils with SEND
- SEND support -- special educational provision which meets the needs of pupils with SEND
- Transition -- when a pupil moves between years, phases, schools or institutions or life stages

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Quick Reference Guide

- Need policy details? → SEND Policy
- Need practical information? → Information Report
- Need to make a complaint? → Section 14 (Information Report) + Complaints Policy
- Need contact details? → Information Report Section 2
- Need legal framework? → SEND Policy Section 2