

WINSLOW CHURCH OF ENGLAND SCHOOL



SEND Policy

At Winslow Church of England School, our vision is '**Let your light shine**'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

1. Introduction

1.1 This special educational needs policy has been approved by the staff and governors of the school and is in keeping with the school's aims, its teaching and learning policy and its policy for educational inclusion.

Winslow Church of England School has high expectations, and aims for all children to reach their full potential through the removal of barriers to learning and participation. Educational experiences are provided which develop pupil's achievements and recognise their individuality. We want all our children to feel that they are a valued part of our school community and diversity is valued as a rich resource, which supports the learning of all.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and emotional needs
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

1.2 We cater for pupils who experience difficulties in:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

2. Key Objectives for SEND.

- Ensure all pupils with SEND make appropriate and effective progress and realise their full potential and to close the gap between them and their peers
- Ensuring that appropriate scaffolds, adaptations and modifications are made when designing and teaching lessons, to allow all students to be successful in learning the same content
- Recognise, value and celebrate all pupil's achievements, and allow children to develop their talents in all areas of the curriculum

- Provide equality of educational opportunity and ensure any discrimination or prejudice is eradicated
- Provide an inclusive curriculum
- Provide an inclusive environment
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, LEA and outside agencies.
- To identify children with SEN as early as possible so that extra support is effectively targeted. Every teacher is responsible for identifying pupils with SEN.
- To provide an on-going programme of staff training to ensure all staff have the knowledge and understanding to provide for all children's needs
- Involve the pupil in the process of identification, assessment and provision to ensure the child is aware of the shared responsibility in meeting his or her needs and that his or her wishes will be taken into account
- To have in place systems whereby teachers are aware of such pupils
- Ensure implementation of government and LEA recommendations for SEND
- Ensure the school's SEND Policy is implemented consistently by all staff

3. A definition of SEND

3.1 A child has Special Educational Needs if he or she has a learning disability, which calls for special educational provision to be made for him or her.

A child has learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age or
- Has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority or
- Is under compulsory school age and falls within the definition above or could do so if special educational provision was not made for them

Children are identified as having SEND if they are not making progress within a curriculum that:

- Sets suitable learning challenges
- Responds to pupil's diverse learning needs
- Overcomes potential barriers to learning

4. Identification, Assessment and Provision of pupils with SEND

4.1 Identification

We feel it is vital that pupils with SEND are identified at an early stage. Each teacher at Winslow School is responsible for identifying pupils with SEND.

Pupils with SEND are identified and their needs determined through:

- Liaison with previous schools and settings
- SENCo's observation and assessments
- Teachers and LSA's observation
- Through any concerns expressed by parents or others who know the child
- Through screening procedures and diagnostic assessment

4.2 Allocation of resources

The SENCo timetables and organises the additional in-class and external support required by pupils with SEN. The SENCo also submits a bid annually to update and complement school SEND resources. The Headteacher informs the governing body annually how the funding allocated to support SEND has been employed.

4.3 The Graduated Approach

The graduated approach recognises that:

- All teachers are teachers of children with SEND
- That the school's usual high quality teaching and differentiated curriculum and strategies can address the needs of most children

For some pupils the practices and adaptations that are part and parcel of quality first teaching, will not be sufficient to address their individual learning needs. For these pupils the school will provide interventions that are additional to, or different from those provided as part of the school's usual differentiated curriculum and strategies.

These interventions within the school are called Special Educational Needs Support.

The decision to place a child at Special Educational Needs Support or for a Statutory Assessment is made in collaboration with the child, parents and teachers. The school may also seek advice from external support services.

Special Educational Needs Support intervention can be triggered through concern that despite receiving high quality teaching and targeted differentiation focused on specific areas of weakness the pupil:

- Has made little or no progress, particularly in a pupil's identified area of weakness
- Is working at National Curriculum levels substantially below that expected of a child of a similar age
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- Presents persistent emotional difficulties that regularly interfere with the child's own learning or that of the class group.
- Has sensory or physical problems, which continue despite the use of specialist equipment and may require additional specialist advice or visits
- Has communication and/or interaction problems which continue despite curriculum differentiation and that impede the development of social relationships and cause barriers to learning

A Special Educational Needs Support Plan will be produced, in liaison with, the pupil, parents and teaching and support staff, to record strategies for a pupil with SEND; this document will monitor a child's progress and set personalised targets. Special Educational Needs Support Plans will be reviewed termly.

Additional High Needs Block Funding may be requested from the LA if a child at Special Educational Needs Support, still gives cause for concern and fails to make adequate progress, despite appropriate levels of additional support. This may lead to the issuing of Additional High Needs Block Funding to address the shorter term (up to two years) needs of a child.

If a child has **complex and long term high level needs**, an application may be made for **Education, Health and Care Needs** assessment. This may lead to the issuing of an **Educational, Health and Care Plan** and additional funding / specialist provision for the child.

4.2 Assessment

Assessment may take the form of informal observations, previous school or medical records, parental concerns, a child's view of the barriers to their learning, ongoing assessments carried out by the teacher and formal assessments carried out by educational psychologists and health professionals. The school also has established a procedure for on-going diagnostic assessments and standardised tests.

5. Roles and responsibilities

People in the Process	Responsibilities
5.1 Special Educational Needs and/or Disabilities Coordinator (SENDCO)	<ul style="list-style-type: none"> • The day-to-day operation of the school's SEND policy • The allocation of the SEND budget – the SENDCO works with the Headteacher to decide how the budget is deployed • Liaising with and advising class teachers • Coordinating with the Head Teacher and Senior Staff in managing the provision for pupils with SEND • Ensure that all staff are aware of the importance of identifying and providing for those children with SEND • To monitor that the records of all pupils with SEND are updated regularly • Maintaining a SEND Register and monitoring action taken and outcomes for all SEND pupils • Meeting with parents of children with SEND if appropriate • Liaising with external agencies • Arranging and attending review meetings for pupils with Educational, Health and Care Plans • Arranging INSET training as appropriate for all staff • Consult with the LA and other schools when necessary or desirable in the interests of coordinated SEND provision in the local area
5.2 The Governing Body	<ul style="list-style-type: none"> • Have regard for the Code of Practice and ensure that the necessary provision is made for children with SEND • To approve the school's policy as advised by the Headteacher and SENDCO.
5.3 The Headteacher	<ul style="list-style-type: none"> • To ensure that the daily management of SEND provision is effective • To work closely with the SENDCO and the teaching and support staff • To keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND. • Consult with the LA and other schools when necessary or desirable in the interests of coordinated SEND provision in the local area

5.4 The Class Teacher	<ul style="list-style-type: none"> • To be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them • To take the lead in planning Special Educational Needs Support Plans for SEND pupils working closely with the SENDCo, support staff, the pupil and parents • Ensure that parents are notified that SEND provision is being made for their child • Arrange meetings three times a year with parents to update Special Educational Needs Support plans • Ensure that as far as possible pupils with SEND are included into activities of the school and with other children • To plan a curriculum for individual children taking into account the targets set out in their Special Educational Needs Support Plans • To devise strategies and identify appropriate methods for accessing the curriculum
5.5 Parents	<ul style="list-style-type: none"> • To assist in the identification of any special educational need from evidence outside of school • To work closely with the school in order to develop a partnership that will support SEND pupils
5.6 Pupils	<ul style="list-style-type: none"> • To play a key role in meeting the targets of their individual plan as set out in their Special Educational Needs Support Plan

6. Admission Arrangements.

The admission arrangements for children with SEND, but without an Educational, Health and Care Plan, are no different than for other children. However, careful attention is paid to identifying the individual needs of children on entry using the graduated approach. Links with previous settings facilitate continuity of provision for children who have previously been identified as having SEND. The school building is accessible for children with physical disabilities and those using wheelchairs.

7. Partnerships Within and Beyond the School

7.1 Staff Development and appraisal

All professional development needs are identified through the school's appraisal system and the school improvement plan. We are committed to an ongoing training programme for all staff to ensure that they are able to respond to the needs of all pupils with SEND.

7.2 The Voice of the Child

It is the intention to listen to and take into consideration the view of the child when planning SEND support and provision

7.3 Parent Partnership

We believe that it is through a close working partnership with parents that we will enable all children to make progress. Through developing links between home and school, children's learning is enhanced and issues are resolved more quickly, so protecting children's self-esteem and motivation.

All parents are welcome to contact the Class Teacher, SENCo or Headteacher if they have any concerns about their child's SEND provision.

7.4 Links with other agencies, organisations, and support services. The school has regular links with:

- The Educational Psychology Service
- The Cognition and Learning Service
- Specialist Teaching Service (ASD)
- The Speech and Language Service
- The Educational Welfare Service
- The Pupil Referral Unit
- The School Nursing Team

7.5 Links with other schools and transfer arrangements

We are aware that the provision for SEND in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition stage between phases as smooth as possible for pupils. To this end:

- Foundation Stage teachers arrange home visits in the term prior to pupils starting in reception.
- All teachers hold an information meeting for parents at the end of the Summer term each year
- Staff from feeder secondary schools visit the school during the summer term annually to discuss Year 6 pupils prior to transfer
- Any child with an Educational Health and Care Plan in year 6 will have had a Transfer Review meeting during the summer term while in Year 5 to discuss the parent's preferences of secondary school placement

8. Evaluating the SEND policy

Policy evaluation focuses on establishing how successful the aims and objectives have been met, how effective the SEND provision has been in relation to the resources available and the attainment of pupils on the SEND register. The School Improvement Plan includes areas for improvement in SEND provision at the school and a timeframe for the implementation of key actions and projects to be completed effectively.

9. Staffing

Headteacher: Mrs S Dimbleby

Deputy Headteacher; Mrs Katie Epps

Assistant Headteacher/EYFS & KS1 Leader: Miss Daisy Allen

Assistant Headteacher/KS2: Miss Amanda Moseley

SENDCo: Miss Siobhan Nolan

Governor for SEND: Mrs Sarah Kingham